

Break

Not quite what we had in mind

A little light is beginning to fall on the extraordinary decision to remove Gerry Fowler from the DES, and indeed from the Government. He had been back in the department for a mere eight months and was just getting a grip on a number of the more serious issues—like how to do something about adult education and the Russell report without spending any money, and how to prepare the ground for removing at least the disadvantages of the binary system in higher education if not the system itself.

Apocryphal from a flamboyant life style and a failure ever to make chums with Mr Callaghan, it seems that it was Gerry Fowler's effectiveness in getting things done which did him up once the thing he was after ceased to be in vogue.

Already in the spring, within weeks of Mr Callaghan's takeover, Number 10 was checking. An adviser was asking to see a copy of a speech of Fowler's widely reported as stating the whole Crowther Hunt manpower planning policy on its head.

Fowler drew his attention to the remarks towards the end where, having set out the case against Crowther Hunt's scheme, he advanced his own ideas for meeting manpower requirements through post experience courses, etc. "Ah, I see," said the anonymous minister, "It's not quite how we thought." We?

Meanwhile another cause for conflict was on the boil in the form of the overseas students' fees. For more than six months, it seems, Messrs Fowler and Mulley struggled and fought to ward off discriminatory fees for overseas students, which it was at one time reported would be raised to £1,500 a year. Both Ministers, not yet acquainted with the

language and involved recruiting some pretty unimpressive Cabinets, ended by doing nothing. But then that sort of fighting became pretty familiar last summer with threatened expenditure cuts to be resisted.

Save as you earn

A change too good to miss has come my way: the opportunity to be the greatest educationalist of the twentieth century. And how? Simply by publicizing a small red pamphlet

called *This Business of Education*, by J. T. Muddern, of Morwell, Australia.

Mr Muddern, director of the Independent Universal Academy—so called after the Victoria Department of Education refused him permission to call it the Independent University of Australia on the grounds, it seems, that it had no recognizable entrance qualifications or degree (it is not even to be found in the telephone directory)—advances a revolutionary education system by reducing the school-leaving age to 14, abolishing public examinations, introducing a four-day school week for primary and secondary pupils and recognizing his academy as a university and awarding degrees.

The savings would, he suggests, be spectacular, for example, \$600m from dismantling the university and matriculation network, \$50m by dismantling college and theory-based teacher education. Furthermore, he suggests, productivity would be transformed through the release of all those school leavers and students for productive labour.

Before anyone laughs too loudly they may be interested to know that in the most momentous of the cost-cutting exercise last summer—the one Mr Mulley fought off with such resolution—the Department of Education and Science went so far as to cost the savings of lowering the school-leaving age in this country to 14.

What price freedom now?

The movement for freeing government expenditure from the shackles of personal privacy is beaver away. Recently the DES received another dotty letter from Arthur Lewis, MP for Newham North West, and chairman of the Parliamentary All Party Committee for Freedom of Information and Privacy.

"The wealth created by the worker goes to foreigners who through a secretive Treasury, can issue an order which either increases the tax he pays or puts him out of work altogether," he wrote. We all know the Treasury operates under judicious veils of secrecy, but this is ridiculous.

The key to the resolution of inflation, poverty and unemployment is a Freedom of Information Act for this country.

It is all very well to talk about restoring a right, but since when did Britain ever have the right to know what was going on? The campaign is going to need a lot more political muscle to persuade Mr Mellyn Rees, the new Home Secretary, to its point of view. Mr Rees is not an open government man, but a member of the Prime Minister's and was a member of the Frank Committee which came out against a Freedom of Information Act for this country.



Thanks all the same...

David Lloyd, secretary of the Association of Teachers of Mathematics, has been ringing up in something of a stew about Lord Eccles's amendment to the Education Bill. His Lordship may think that selection and monitoring is what the professional associations want to deal with the shortage of maths teachers, but this association anyway is anxious to disassociate itself from any suggestion that it is pushing selection by special ability in maths.

Standards? Well, yes. But the teachers of maths have, David Lloyd says, campaigned too long for comprehensive education and done too much work on mixed ability teaching to want now to be associated with anything that suggests the solution to shortages is to confine specialist maths to the most able children. The amendment is none of their doing.

The whole thing smacks a bit too much for the association's liking of university level special pleading. They would rather see Lord Eccles and his amendment go to the schools.

Zappy tones

While the stamps on the morning's post commemorate the quinqucentenary of William Caxton and all the exhibitions and new books about him, a solitary relic in Holy Trinity Church, Marylebone, celebrates his quatercentenary.

A Bible printed in 1877 is one of the several historic Bibles (including one for the 1937 Coronation and one in Mainz) on show at Bible 76,

an exhibition presented by SPCK until October 16, of different versions of the Bible and of "books that help in the understanding of the Bible".

Past the bays of evenly spaced front-facing offerings from 78 publishers are, in the sanctuary of the church, a display of the stages of making a Bible—the call-kits, the type plates, the binding brasses, the galleys and the gold leaf.

With this as a backdrop, the Bishop of Maidstone, in fine garden party form, opened the exhibition last Tuesday, and Robert Douglas read extracts from the *Good News Bible*—whose publication next Monday gave a focus to the exhibition. This Sunday is Christian Literature Sunday (in case you could not find it in your calendar of red letter days) and the zappy tones of the new translation will be heard for the first time from pulpit and lectern.

Tom Houston, of the Bible Society, speaking at the opening of Bible 76, compared the English language of the sixteenth century when the first English Bible was printed with our present language form.

Now we "go through the deepest darkness" instead of the Valley of the Shadow of Death—which is perhaps a little less frightening—and a little less cosmic too.

Mozart is a golden oldie

"Highlights from the original soundtrack of Ingmar Bergman's *The Magic Flute*": thus the breathless blurb on a recent half-page advertisement in *The New York Times* Book Review. "Ingmar Bergman first sought to bring *'The Magic Flute'* to life as the 12-year-old director of a financially troubled marionette theatre. Half a century and several false starts later, the Swedish cinema master has at last fulfilled his persistent dream. In all the glory that is Bergman's film realization of Mozart's immortal opera. Now at last bring your soundtrack highlights of this glorious achievement on disc."

The same paper also carried an advertisement recently for a biography of George Sand, "a woman whose life was eventful enough for a dozen television series".

Literary exports

Alice in Wonderland, *Winnie the Pooh*, *Oliver Twist*, *Robinson Crusoe*, *Mary Poppins* and *Bambi* are all featured on the Penguin language dominated list of works to be included in the *Library of World Literature for Children*. It will be published in Moscow by the publishing house "Children's

Literature" between November 1 and 15.

More than 150 unadult books are to appear at about 100 adult classics considered for children (wines, etc. Schiller's *Dr Faustus* and *William Tell*).

It is the first time this has happened in the Union—New Books of the Year (May 28, 1976) featuring children with the best Russian and foreign children and young people.

Good, better, best—land opinions differ on the relative qualities of which we feel young people's tastes. Wilde's fairy tales, the stories, *The Hobbit*, *Defective*, and to crown it, an author's work, represented only by *Captain Grant's Children*.

But then how many of them are given even a read? Pushkin, Kravtsov, Gorky, Manin-Shteyn,

strong feelings were roused by the Department of Education and Science's proposal that it should have a greater say in deciding the curriculum of Britain's schools. The proposal, contained in a confidential report from the DES to the Prime Minister, was disclosed early this week. We reprint the bulk of the report on pages 2 and 3.

The 63-page report, known in the DES as the "Yellow Book", from the colour of its cover, sharply criticizes much of what goes on in the nation's classrooms and makes out a case for the DES taking a leading part in the design of the curriculum rather than leaving it entirely to teachers. It calls on the Prime Minister to make a public pronouncement about this.

While the Prime Minister's interest has been generally welcomed, teachers' and parents' organizations were unanimous in their condemnation of any idea that might lead to the curriculum being subject to central control.

Objections ranged from the feeling that it was too radical a departure from the British tradition of local autonomy to the belief that it would be difficult to implement anyway.

George Brown MP, for long an eloquent crusader for the acceptance of standards in schools, welcomed the proposals without reservation though he was doubtful about the Inspectorate's ability to revert to its traditional function.

Mr Fred Jarvis, general secretary of the biggest teachers' union, was mistrustful about an important document being drawn up without any consultation.

A request for a memorandum on

collapse of a school—or a system?

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Heads on show

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Foreign, pages 12, 13

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Pages 19-25

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A confidential DES memorandum calls for central government to take a firmer line on what is taught in schools. Report by Stephen Cohen

The basic approach to teaching the three Rs in primary schools. Curriculum for older children in comprehensive schools. The examinations system. General problems of 16 to 19-year-olds who have no prospect of going on to higher education. It concludes that solutions could be provided in many cases by the Inspectorate stepping up its work.

Edited extracts and more reactions, pages 2 and 3

What is happening in England's schools went out from 10 Downing Street to the DES earlier this year. This reply bears all the signs of having been written by Her Majesty's Inspectorate and covers four areas on which specific answers were requested. These are:

The basic approach to teaching the three Rs in primary schools. Curriculum for older children in comprehensive schools. The examinations system. General problems of 16 to 19-year-olds who have no prospect of going on to higher education. It concludes that solutions could be provided in many cases by the Inspectorate stepping up its work.

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ties in the curriculum between schools, areas and even ability bands. Here the report suggests what it calls a "core curriculum" though there is an admission that this would be difficult to devise.

The Certificate of Extended Education for 17-year-olds is given the thumbs down, though the proposal for a common exam at 16-plus is looked on more favourably. However, the report says the Schools Council has not succeeded in demonstrating that the exam would work. Decisions on both proposed exams are due later this year.

On primary schools, the report says the child-centred approach developed since the war is capable of producing admirable results but it is a trap to less able and inexperienced teachers. As for secondary schools, they are the subject of public criticism. People think they are too easy going and set low standards.

The Prime Minister is told some parents resent the passing of the grammar schools and fear their children will not get as good an education in comprehensive schools. Some of the weaknesses in secondary schools are the by-product of the change to comprehensive, the report says.

The teaching force is also criticized. Teachers are not as well equipped as they should be and too many are young and inexperienced. Many feel their problems have been made worse by comprehensive reorganization and RSLA, and some have dropped their sights and standards.

At the end of the report, 16 specific lines of action are recommended. They are printed in full on page 3.

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Exam takeover too?

The Department of Education is planning to move in on the work of the Schools Council on a new exam to combine O level and the Certificate of Secondary Education.

The council submitted the exam proposals for the Education Secretary's approval this summer, but the Department has misgivings.

Although senior officials believe there is a need for a common system of examining at 16-plus, they do not think the council has succeeded in showing that the technical problems have been solved.

The department's attitude is made clear in the report to the Prime Minister which says the reservations are shared by important sections of the educational world.

The fundamental issues still remain to be tackled, the report says. These refer to the difficulty of devising an exam which can cope with a wide range of ability, and to the administrative problems of what to do with the 22 existing examining boards, eight of which deal with GCE and which are unhappy about merging with the CSE boards.

It is likely that the Department will work with officials of the Schools Council to hammer out the new exam and to negotiate a new administrative structure. The department will also produce new figures on the cost.

Sir Alex Smith, chairman of the Schools Council, said it was very easy for the department to sit on the sidelines and criticize. The department was responsible for the governing council and could get in there and do something if it wanted.

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Edited extracts from the Yellow Book, the DES memorandum to the Prime Minister 'Has something gone wrong? How is it to be put right?'

This paper has been written in reply to a request from the Prime Minister for a memorandum covering the following problems in primary and secondary education:

- the issue of the basic approach to teaching the 3 Rs in primary schools;
- the curriculum for older children in comprehensive schools;
- the examination system for 16 to 19 year olds who had no prospect of going on directly to higher education.

On paper the achievements of the education service since 1944 look impressive. We have, despite economic difficulties, coped with an 80 per cent increase in school population; raised the school leaving age twice; for these purposes massive building programmes have been carried through and the teaching force greatly expanded. For the first time over the last generation, we have set out to provide a genuinely universal free secondary education, and to that end have put in hand, and largely carried out, the greatest reorganization of schools in our educational history. Yet the press and the media, reflecting a measure of genuine public concern, as well as some misgivings within the teaching profession itself, are full of complaints about the performance of the schools. Why is this? Has something gone wrong? If so, how is it to be put right?

PRIMARY SCHOOLS

The criticisms commonly heard of the primary schools may be impressive and vague but they fall into a recognizable and fairly consistent pattern. They are not, however, confined to particular social or economic groups. They blame the schools for a variety of failures:

● lack of progress in reading and arithmetic. What are the facts?

Although the primary schools have not been subjected to the organizational changes to which the secondary schools were exposed, many of them did undergo important changes of character during the post-war years. These changes were the expression of an approach to primary teaching which gained the adherence of many leading practitioners in the schools and was endorsed by the influential Plowden Report which appeared in 1966. This "child-centred" approach had as its underlying aims, to deal with children's individual differences, to develop their understanding rather than feed them with information, and to use their enthusiasm. It was fully adopted in only a minority of schools but its general influence on teaching methods was widespread.

From the point of view of its internal organization, it normally manifested itself in the abandonment of streaming in a departure from the class as the normal teaching unit in favour of flexible groups of various sizes, sometimes constituted vertically through age groups and sometimes in team teaching. In terms of teaching methods it invariably involved a move away from rote learning. In addition, to a greater or lesser degree, formal objectives gave way to the freedom of individual or group work schemes as a vehicle for learning.

It is no doubt true that this approach has been widely adopted in primary schools. Under favourable circumstances children could be relaxed, confident and happy in schools run on such lines, excited, widespread enthusiasm, interest and achievement. All teachers secured these results without sacrificing standards of performance in the three Rs and in other accomplishments. Indeed there were steady improvements. Unfortunately these newer and freer methods could prove a strain to less able and experienced teachers who failed to recognize that they required a careful and systematic monitoring of the progress of individual children in specific skills, as well as a careful planning of the opportunities

offered to them. Nor are they always understood and appreciated by parents even when successfully applied.

As a result, while primary teachers in general still recognize the importance of formal skills, some have allowed performance in them to suffer as a result of the uncritical application of informal methods; and the time is almost certainly ripe for a corrective shift of emphasis. HM Inspectors have for some time stressed the need to make teachers conscious of the importance of a systematic approach. The trainers of teachers, and the local advisers, increasingly accept this view and its adoption should be made easier by the increased stability and experience of the teacher force.

SECONDARY SCHOOLS

Criticisms of the secondary schools are more diverse. In part they follow the same lines as the criticisms of the primary schools and are based on the feeling that the schools have become too easy going and demand too little work, and inadequate standards of performance in formal subjects, from their pupils. As in the case of the primary schools, public concern, as well as some misgivings within the teaching profession itself, are full of complaints about the performance of the schools. Why is this? Has something gone wrong? If so, how is it to be put right?

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had no discernible qualification for the role."

Formal qualifications apart, because of its recent and rapid expansion, the teaching force contains a disproportionate number of young and inexperienced teachers (a situation which will, however, now be changing). In the less definable qualities of skill and personality, while the best teachers are up to very high standards, the average is probably below what used to be expected. In, for example, a good grammar school, the average would be largely speculative—but the much greater call now made by education on the resources of skill and ability must be partly responsible.

One consequence of teacher inexperience (in some cases, inexperience may have been over-compensation for their worries over disciplinary problems. Many teachers have felt these to have been accentuated by comprehensive reorganization and the raising of the school-leaving age. In almost all cases, however, the teachers would be largely speculative—but the much greater call now made by education on the resources of skill and ability must be partly responsible.)

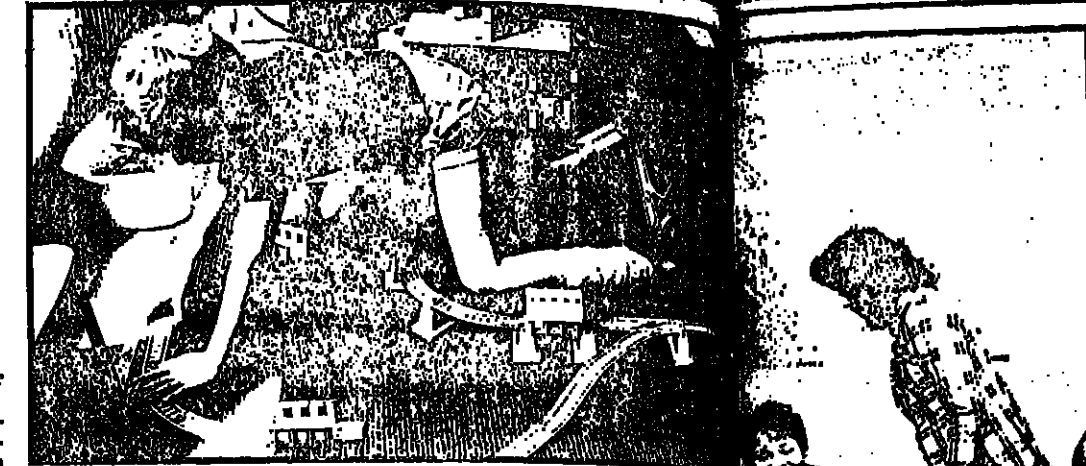
A further weakness, as we may now perceive it, is that some teachers and some schools may have overemphasized the importance of preparing boys and girls for their roles in society compared with the importance of developing a sense of civic responsibility. It would be anachronistic and unfair to blame the schools for this, because, to the extent that they exhibited this bias, they were reflecting the bias of the policies of successive governments; but here, as in the primary schools, the time may now be ripe for a change (as the national mood and government policies have changed in the face of hard and irreducible economic facts).

A further source of worry is the variation in the curriculum followed by pupils in different schools or parts of the country or in different ability bands. There must be grounds for dissatisfaction in the present position in the list of subjects such as modern languages and the physical sciences. An analysis of the courses followed by individual pupils in schools, particularly the most and least able, would reveal further causes for concern. The question of the general balance of the curriculum is a complex one. The time has probably come to try to establish generally accepted principles for the composition of the secondary curriculum for all pupils, that is to say a "core curriculum" of such a nature that the existence of such a curriculum would be the guarantee of relative continuity to children moving between schools in different parts of the country. The creation of a suitable core curriculum will not, however, be easy. Pupils in their later years of secondary school (up to and beyond the age of compulsory attendance) have a wide range of interests and expectations, and suitable provision will have to be made for vocational elements within school education.

TEACHING OF THE 3 RS IN PRIMARY SCHOOLS

Primary school teachers have over the years been developing a teaching approach which takes more account of the individual differences of children than the traditional methods of rote learning and drill. This approach, which is now being adopted by many primary schools, is based on the principle that the learning process for large numbers of children, although it can also be adapted to the needs of individual pupils, is a social process. The approach, which is now being adopted by many primary schools, is based on the principle that the learning process for large numbers of children, although it can also be adapted to the needs of individual pupils, is a social process.

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Primary schools: difficulties of freer methods.



Secondary schools: too easy going, say public.

stood that the new approaches do demand rigour and some recognition of the widely-varying capabilities of individual teachers. The challenge is to restore the rigour without damaging the real benefits of the child-centred developments.

CURRICULUM FOR OLDER CHILDREN IN COMPREHENSIVE SCHOOLS

Already some advances have been made through extension of practically based courses within the schools, the provision of "linked courses" and, in some cases, of work experience for older pupils. A good example of what can be done by the imaginative development of school and further education links is to be found now in North Oxfordshire. There is still scope for considerable extension of this kind of provision. But the question is really part of the wider problems of the curriculum in secondary schools.

THE EXAMINATION SYSTEM

After prolonged consideration within the Schools Council organization, and the expenditure of a good deal of time and money on feasibility studies, two major proposals for changes in the examination system are coming to a head. The first recommendation is that a new examination, to be called the Certificate of Extended Education (CEE), should be introduced. This would be intended to provide an examination target for boys and girls of about 17, who wish to continue their education at school after 16 but do not have the ability to tackle GCE A level course. This new examination is strongly advocated by the National Union of Teachers and other groups who in the main support the Government's secondary education policies to which they regard it as complementary.

Nevertheless, the Department and Inspectors have misgivings about its merits. The demand for it has almost certainly been overestimated and the educational programmes followed by some pupils in the target group are of doubtful relevance to their needs. The new examination would not be useful as a stepping stone to GCE A level or as a means of entry to higher education. On the other hand, it would be a waste of time and money to set up a new examination system for a group of pupils who are unlikely to benefit from it.

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would eliminate some difficulties associated with the present system. But the Schools Council has not succeeded in convincing the Department that the considerable educational difficulties of such an extension of powers in this direction.

The final section of the paper outlines a number of proposals for further action. A great deal of work has already been done in the Schools Council, but the Department is not yet ready to take any of these proposals into consideration. The Department is not yet ready to take any of these proposals into consideration.

16-19 YEAR-OLDS

The Government is committed to treating the educational needs of this age group as a priority. It is well-known that the GCE A level and technical education are the two main routes for 16-19 year olds. The Government is committed to treating the educational needs of this age group as a priority.

THE WORK OF HM INSPECTORATE

HM Inspectorate is without doubt the most powerful single agency to influence what goes on in schools, in kind and standard. The Inspectorate undertakes the Department's role in monitoring the education system and, from this primary function, it derives a second major role, that of improving the performance of the system. No exercise of this role is possible without a search for improvement. The Inspectorate, by tradition and by choice, exerts influence by the presentation of evidence and by advice.

THE SCHOOLS COUNCIL

The Schools Council has been moderately successful in commissioning development work in particular curricular areas. It has had little success in tackling examination problems, despite the availability of resources which its predecessor (the Schools Council Examination Committee) began to tackle. The Schools Council has been moderately successful in commissioning development work in particular curricular areas. It has had little success in tackling examination problems, despite the availability of resources which its predecessor (the Schools Council Examination Committee) began to tackle.

recommendations to the Secretary of State about examinations. Nevertheless, the Schools Council has carried out and published a considerable volume of work in the field of curriculum and examination, and some of the development projects which it has commissioned have made a valuable contribution to the development of the school curriculum.

FURTHER ACTION

The following specific lines of action are suggested:

(a) Since much of the necessary action will directly involve I.E.A.s, the Inspectorate may need to strengthen its lines of communication and use a more direct style, particularly on specialist matters.

(b) The Inspectorate should be encouraged to continue and extend the kind of specific investigation which has already been carried out. Three important points follow from this policy: first, the Inspectorate is to maintain the respect and confidence it has built up in its work; secondly, it will have to be able to perform its functions in an efficient and adequate manner; and, finally, we must find ways to make the general public (i.e. parents) as well as teachers aware of its activities and findings.

(c) The Department, in collaboration with all concerned, should explore the case and scope for the introduction of a common core curriculum in all schools.

(d) It is already working, with the help of schools throughout the country, on models for core curricula and this work should continue. The basic problem, however, is how to secure acceptance of these ideas by local authorities and schools. It is already planned to publish discussion papers and to run a national in-service course for teachers later this year. These means should be further extended and exploited.

(e) We must also explore and promote further experiment with courses of a higher level of vocational relevance likely to appeal to a significant number of 14 and 15-year-olds. Existing programmes linked to local industries and professions need to be extended and improved in extent and quality. In addition the possibilities for various types of imaginative links with further education should be pursued.

(f) There is also scope for extending links between the schools and the world of work. The Department and the Inspectorate are actively engaged in promoting these developments and in reviewing the direction of future progress.

(g) Specific areas of the curriculum need attention each in its own terms. New appraisals produced by the Inspectorate (within a regular annual cycle of activity) covering the main subject areas will be available in September. On the basis of these appraisals the Department will consider what more should be done to advance learning in particular areas, especially in mathematics, science and modern languages. For example, HM Inspectorate can step up its efforts through publications, courses and outside enquiries into these areas of the curriculum, or aspects of them, will be considered at the same time.

(h) Strengthened involvement by HM Inspectorate in initial teacher training is needed. The courses followed by intending teachers need development so that they meet better their three-fold objective of equipping the student with a qualification which has a general currency, a higher educational qualification, and a higher educational qualification.

(i) It will also be good to get on record from Ministers, and in particular the Prime Minister, an authoritative endorsement of the division of responsibility for what goes on in school suggesting that the Department should give a firm lead. Such a pronouncement would have to respect, however, the autonomy of the teachers as to the exercise of their professional judgement, but should firmly refute any argument—and this is what they have sought to establish—that no competent teachers have any right to any say in what goes on in schools. This is a matter for a declaration on these lines may in fact now be relatively favourable. Nor need there be any in favour of fear that the Department could make use of its influence over curriculum and teaching methods. The Inspectorate would have a leading role in this, in bringing forward ideas in these areas, and in persuading local education authorities to release teachers and, contrary to what may be desired,

able, it is likely that, in the face of continuing financial stringency, local authorities will diminish their efforts in this respect rather than increase them. This is an area where the ability of the Department to finance promising developments by means of specific grants could be crucial to the promotion of its ideas. This is already under discussion in some of the groups considering the schools' curriculum.

(k) There is a need to continue and intensify our efforts to ensure the availability of sufficient teachers in which there is a teacher shortage, especially in mathematics and science. There is no quick and easy solution to this problem. In so far as initial training is concerned, although the Secretary of State has some power over the category of students to be admitted, these powers cannot compensate for a shortage of qualified applicants. Pupils to study mathematics, science and technology and to seek careers in teaching. Despite teacher unemployment it would almost certainly remain necessary to attract into teaching well-qualified mathematicians, scientists and technologists who have started their careers in industry and commerce. The development of links with the further education system will in small measure help to alleviate the teacher shortage.

(l) The problems of the 16-19 age group both within and outside the schools should continue to enjoy priority. It is important to seek, and to apply, the right solutions to their problems taking account of the contribution that can be made both by the education service and by other agencies. At present there is some risk of distortion because of existing statutory and administrative provisions make it much easier for the 16-19 age group to leave school and go to work than to stay in school. The Department for DES to MGC and TSC should be able to use resources quickly and selectively where they are needed.

(m) The fundamental issues of policy on external school examinations still remain to be tackled. What is at issue is given to the Schools Council's proposals received this year, the Department must develop its own thinking on the different functions of examinations and their interactions.

(n) The work of the Assessment of Performance Unit should be accelerated, so far as the intrinsic disciplines of its work, and the availability of competent research and development workers permit. Here the main problem is to persuade the teaching profession that this is all to their advantage; we shall need also to staff the unit appropriately.

(o) The generality of teachers must be encouraged to establish reasonable standards of expectation for pupils at different stages. While we wait for the full impact of the APU, subject associations should be encouraged to step up their efforts to look to the department for financial support.

(p) The performance of the Schools Council has been disappointing. There will have to be a review of its functions and constitution. The aim, however, needs to be to restructure (although a move may be precipitated by the examination issues).

(q) It will also be good to get on record from Ministers, and in particular the Prime Minister, an authoritative endorsement of the division of responsibility for what goes on in school suggesting that the Department should give a firm lead. Such a pronouncement would have to respect, however, the autonomy of the teachers as to the exercise of their professional judgement, but should firmly refute any argument—and this is what they have sought to establish—that no competent teachers have any right to any say in what goes on in schools. This is a matter for a declaration on these lines may in fact now be relatively favourable. Nor need there be any in favour of fear that the Department could make use of its influence over curriculum and teaching methods. The Inspectorate would have a leading role in this, in bringing forward ideas in these areas, and in persuading local education authorities to release teachers and, contrary to what may be desired,

(r) The provision of adequate in-service training is a key element in getting new ideas on curriculum, teaching methods and assessment into circulation. In many ways this is even more important than the standards set during initial teacher training. Here again the Inspectorate has a leading role to play, but the main centre for persuading local education authorities to release teachers and, contrary to what may be desired,

(s) The provision of adequate in-service training is a key element in getting new ideas on curriculum, teaching methods and assessment into circulation. In many ways this is even more important than the standards set during initial teacher training. Here again the Inspectorate has a leading role to play, but the main centre for persuading local education authorities to release teachers and, contrary to what may be desired,

And the reaction...

Mr Fred Jarvis, general secretary of the National Union of Teachers, in the report to the Prime Minister for a speech. "It contains far-reaching proposals which could totally change the basis on which the schools operate, and it is bound to create a storm."

Mr Callaghan should discuss the report with teachers and local authorities. "I hope he will not take it seriously."

It looked like the work of the DES mandarins and the Inspectorate who have not hitherto been distinguished for their radicalism or their support for progressive reform.

I refute the ill-founded strictures of the work of the DES document and I think it sinister that the DES is critical of the fact that the schools are attempting to fit children for their place in society.

"The DES seems only to be concerned to fit them into the labour market—and heaven knows how uncertain that is nowadays." Mr Bernard Wakefield, assistant general secretary of the National Association of Schoolmasters and Union of Women Teachers: "We would condemn utterly and completely any rigid control of the curriculum. It would prevent any development of individuality of either child or teacher, or would prevent a school adjusting to the geographical and historical character of its particular locality."

Mr Robert Cook, general secretary of the National Association of Head Teachers: "I am sure great concern will be expressed at this departure from traditional practice by the local authorities and schools have been their own masters in the matter of the curriculum."

"I was teaching in Nazi Germany in the thirties and saw what happened where the curriculum was nationally controlled. Mr history books were taken out and replaced."

Mr Pat Martin, president of the Head Masters' Association: "This suggestion of a core curriculum repeats exactly what I called for in my presidential address last March when I suggested four core subjects: English, mathematics, science and modern languages. I have some sympathy with this view."

Sir Alex Smith, the Schools Councils' chairman: "The report was wrong to say that the council's work was 'generally mediocre'."

He was tired of hearing that teacher unions dominated the council: "Every time I chair a meeting the teacher members have done their homework thoroughly. I very rarely have to raise matters in a vote. That tells me that there is not any kind of caucus dominating."

Mr Jack Jones, deputy general secretary of the National Confederation of Parent Teacher Associations: "Parents can only welcome anything which can improve standards in the classroom of education, discipline and attitudes. But they would wish that responsibility for the achievement of standards be left in the hands of the professional staff."

Dr Rhodes Boyson, MP, and former DES Under-Secretary: "For 10 years I have been advocating a return to standards. There will be a great sigh of relief among parents and Black Paper writers everywhere. Let me say we don't mind if the government does this and I welcome Mr Callaghan's initiative."

The DES: the Prime Minister will not be calling for state control over the curriculum. "Discussions on a core curriculum have been going on for some time. It is part and parcel of the work of HMI."

No 10 Downing Street: the Prime Minister will be speaking to a memorandum from the Education Secretary when he delivers a speech at Ruskin College, Oxford, on Monday afternoon. "When the Prime Minister is going to make a major speech it is common practice for him to call for a memorandum from one of his ministers."

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J. A. V. Butler, D.Sc., F.R.S., Emeritus Professor (Physical Chemistry), University of London.

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Shortage of science staff will end soon

by Bob Doe

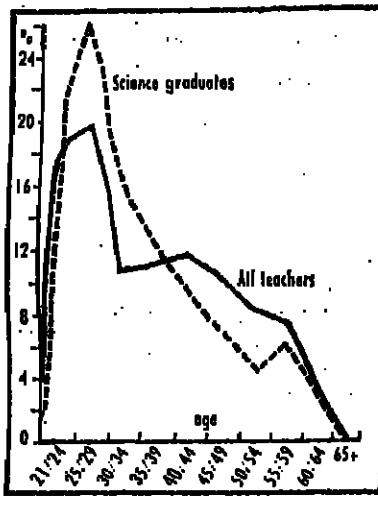
The shortage of physics teachers will disappear within two or three years, according to a report just published by the Association for Science Education. And the working party of teachers and "teacher trainers" who produced it goes on to say the exemption of science graduates from professional teacher training should be ended at the beginning of next year.

Surveys carried out by the working party and the DES show there is a shortage of about 180 physics teachers and 70 chemistry teachers at the moment.

But, with many more students now training for science teaching and only a few science teachers retiring, the shortages will probably end within the next two or three years, Dr Jeff Kirkham, chairman of the working party and science adviser for Leicestershire, said. There could even be a surplus.

A high proportion of science graduates have just entered the profession and the report says this rate of supply is likely to continue. There are very few science teachers in the 60 to 65 age range and a marked absence, too, of any bulge of scientists in their mid-forties as there is for teachers in other subjects (see accompanying graph).

The working party's predictions are shared by others who have been looking into the supply of science teachers. Mr Brian Chapman, who has been conducting his own research at Leeds University, agrees with the ASE conclusions. "Resistance coming into the profession now face dramatically reduced career prospects," he said. About three-quarters of the physicists in teaching are under 45 and many of them have advanced quickly to become heads of department. They may block the promotion prospects of newcomers for about 20 years.



The Institute of Physics, too, is expected to publish figures on improvements in the supply of physics teachers, though its education officer, Mr Maurice Eblson, was more restrained than the ASE. He thought it would be four years before the shortage ended.

All are agreed there are a number of impediments which might affect the size of any surplus. These include the decline in the school population; the popularity of science and engineering and the priority given to them in any adjustment of education to aid the nation's economic recovery; the availability of alternative jobs for science graduates in industry; the length of time young married women remain in teaching and whether they return after they have children.

The Supply of Science Teachers Study series No. 9, ASE, College Lane, Hatfield, Herts AL10 9AA. 40p

More power for governors, say Labour

School governing bodies should control part of the school budget and be consulted about what is taught, the Labour Party's national executive committee said in a statement published this week.

The governors should include parents, teachers, ancillary staff, local authority representatives and, in secondary schools, pupils. Governing boards should have much more say in the running of schools, the statement says. They should be consulted about organization, discipline and curriculum matters, including the use of school buildings, the setting up of new departments and the appointment of head teachers and staff.

"Two facets of school life which are rightly regarded by parents as the most important activities of the school are the curriculum and the standards and the relevance of the curriculum. They are important to parents because they have a decisive influence on their children's personal development, on their opportunities in further education and on the future of the nation."

"But this need for the standard of education, and the content of the curricula, to provide each child with maximum opportunities to develop his or her potential, is the concern of the community as a whole as well as the parent."

The proposals for greater community involvement will ensure that school curricula will be more relevant to the needs of the community, the statement says. "It will also ensure that a standard of education is attained which is acceptable to the community as a whole."

Training courses for governors and regular meetings of all an authority's governors are recommended.

Union leaders stall on formula for women's lib

Proposals for the participation of women in education were set aside as "far too ambitious" at the European regional conference of the World Confederation of Organisations of the Teaching Profession in London this week.

The proposals submitted by the confederation's committee on the participation of women in education, which was set up in International Women's Year in 1975, called for a means of communicating with women in inaccessible rural areas so that they could be liberated.

They also included demands for "affirmative action" programmes so that employers would seek out women to apply for various jobs, exchange schemes to enable them to visit programmes for women in other countries, and an information centre on women in education.

Mr John Thompson, WCOTP secretary-general, told the conference of more than 70 representatives of European teacher associations that some of the proposals were far too ambitious for the work of the WCOTP.

Mr Fred Jarvis, general secretary of the National Union of Teachers, urged delegates to concentrate on more practical measures before planning education reforms within the community.

"Our own ministers went off to a meeting of ministers having given a week to let him know what he thought on such weighty matters as the education of the diligent workers and the school record books," Mr Jarvis said.

"We criticized him and he then we have been consulted on proposals in Europe. For example, the report coming on the transition from work."

"But it's apparent that organizations in other countries are not being consulted. A conference should make decisions that the good practice country goes on showing."



Jeremy Rushmer from Trent College shows anthrax bacteria slides to boys from Beach Hall school, Macclesfield at the fourth Prep Schools Science Fair held at the college last Sunday.

Better on the dole than back in the classroom

BERT LODGE on how jobless leavers are reacting to an invitation to return to school

Unemployed school leavers have reacted enthusiastically to a suggestion from former Education Secretary Mr Fred Mulley, that they should return to school this term. Mr Mulley, who was replaced in last month's ministerial reshuffle by Mrs Shirley Williams, offered the idea to the Council of Local Education Authorities. A random sample of education authorities, none reported a significant increase in sixth form numbers and one school had fewer than 100 sixth formers.

L.e.a.s unhappy at fees deal

by Mark Vaughan

The Government's package deal on increased students' tuition fees is almost certain to be rejected by the local authority associations and the Council of Local Education Authorities is expected to suggest an alternative system in the very near future.

It is understood that the associations are still thoroughly opposed to the package which included raising the fee for home and overseas undergraduates from £182 and £416 respectively to £650.

Under it, British students who receive grants would not have to pay any tuition fees. Parents' payments would no longer determine fees and maintenance grants would in future be the only payments affected by minimal contribution scales. The £500 minimum maintenance grant would be ended.

Members and officers of the Association of County Councils and the Association of Metropolitan Authorities are to press for a meeting with Mrs Williams, the new Education Secretary, in the hope

that a "change in office might bring about a change in outlook". The Education Secretary's package deal, however, is the package deal. Apparently the associations' main financial concern so far turns out to be the problems of cash flow in those education authorities, such as the Welsh counties and smaller urban L.e.a.s, which are substantial exporters of students to advanced countries. They openly state that there should still be a difference in the advanced sector.

Mr Mulley said in July that the net effect of the changes would be to reduce the burden on local authority rates since 90 per cent of the cost of the grants was met by the Exchequer. However, L.e.a.s would not get the cash back from the Government until two to three years after having spent it on awards to their students.

The increase would do away with the explicit differential for overseas students, but since tuition fees will no longer be charged for most home students, it would still exist. The vast majority of home students

would be award holders, and therefore have the fees paid. The Education Secretary's package deal, however, is the package deal. Apparently the associations' main financial concern so far turns out to be the problems of cash flow in those education authorities, such as the Welsh counties and smaller urban L.e.a.s, which are substantial exporters of students to advanced countries. They openly state that there should still be a difference in the advanced sector.

The local authorities are also worried about the effect the package could have on discretionary awards. Because the full cost of the discretionary award is to be met by the local authorities, it is likely that fewer of these will be available in the future. Students will be tempted to opt for a mandatory course to be sure of getting a grant and the associations are highly critical of a system which tempts students to opt for a course for financial rather than educational or vocational reasons.

Chief officers upset over Avon crisis

The Society of Education Officers asked for discussions with the Department of Education and Science about the clash between the practices of corporate management and the law as laid down by the 1944 Education Act.

As reported in last week's TES, Chief Education Officer for Avon, Mr Derrick Williams, has resigned on the grounds that Avon's version of the corporate management system makes it impossible for him to exercise his statutory functions as a CEO.

The authority of heads, governors and managers over the control of buildings and staff given to them under their articles of management and the 1944 Education Act were also being eroded.

More students enrol

The number of new students at universities and polytechnics this autumn has increased dramatically on previous years, according to the Higher Education Supplement.

A survey of 10 polytechnics and 20 universities shows that admissions to some polytechnics have increased by between 11 and 13 per cent this year compared with 1975, and most colleges report that their targets have been reached. The demand for science and engineering courses at some colleges has been unexpectedly good.

University admissions went up by about 4.5 per cent, though applications went up by 8.7 per cent. Some universities, such as Bristol, Brunel, Sheffield and Leeds, said they had to restrict the numbers in some subjects because of lack of residential or teaching accommodation, and of concern over staff ratios.

The standard of this year's intake in terms of A level grades is considered to be high. But Mr Ted Noble, admissions officer at Sussex University, said there was a general impression among admissions officers that the increase in applications this year was mostly at the lower end of the quality range. This was borne out by the UCCA clearing figures which had shown more candidates than before—but with lower grades, he said. That meant that marginal subjects were no easier to fill than they had been before.

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the value of the individual school for all its students. First, the school is a comprehensive one, with all 12 to 16-year-olds, and they intend to do something about it.

Moscow's "Continuity" was praised by the Minister for Education, and the Minister has said it was a "very good" idea. The Minister has said it was a "very good" idea. The Minister has said it was a "very good" idea.

Wolsey Hall Oxford

Maurice Peston Going Dutch ... and going

One of the most interesting things I have done this year is to go to the Netherlands. You will recall all the talk about the OECD visit here in 1975 which culminated in the recent report on the DES by the Expenditure Committee. Well, this was the same sort of thing, except it was different.

The fact that I did the job at all was a matter of pure chance. Sir William Pile was supposed to go but he was transferred from being permanent secretary at DES to then went down to the OECD. I found the bottom of the result was a fascinating trip to Holland, an equally fascinating "conference" meeting in Paris, and a chance to see a report which I think is of some significance.

The origin of the visit was a remarkable report produced by Mr Van Kemende, who is the Dutch minister of education. His "Concept of a Future Education System" is a massive planning document concerned with the whole of the Dutch system. It is not a compendium of facts, trends, and numerical projections coupled with a warning that we must be cautious and, that anyway, there is no money.

Instead it is full of ideas, objectives, discussions of possibilities, and above all it is actually about education. It was clearly written by people who believe in the value of education and are not made cynical by the problems that arise.

For many being pessimistic about the future of education is a very easy thing to do. The Dutch, however, are particularly worth noting. First, the Dutch have a comprehensive system of education for all 12 to 16-year-olds, and they intend to do something about it.

Moscow's "Continuity" was praised by the Minister for Education, and the Minister has said it was a "very good" idea. The Minister has said it was a "very good" idea. The Minister has said it was a "very good" idea.

Wolsey Hall Oxford

Wolsey Hall Oxford

PERSONAL COLUMN Maurice Peston Going Dutch ... and going

On this latter point I have been told that Komenade's view was that the whole of Merseyside and further hurt the disadvantaged. Over the last twelve years (6 to 10) a million people have been out of work, and the last time I saw a person who had been out of work for a long time, I saw a person who had been out of work for a long time.

I came away from Holland with the opinion that the Dutch are not as optimistic as we are. As for education, I saw no suggestion that good education depended on secondary education. I saw that the Dutch are not as optimistic as we are.

Let me hasten to add I do not mean to say that the Dutch are not as optimistic as we are. I saw that the Dutch are not as optimistic as we are.

And so the Dutch are not as optimistic as we are. I saw that the Dutch are not as optimistic as we are.

Official cleared

The Tower London Education Authority administrator singled out the criticism in the report of the William Tyndale school inquiry. The school was closed in 1975 and the inquiry was held in 1976.

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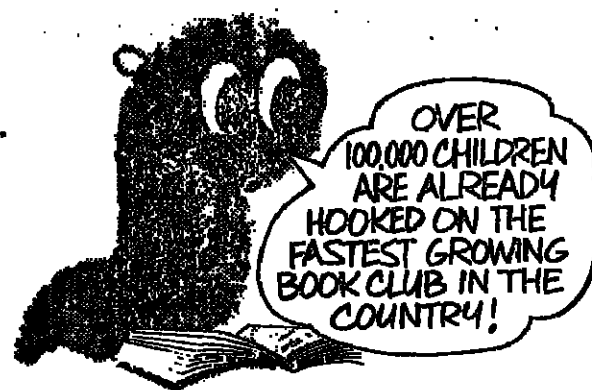
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Clash over plan to protect 'vital' skills

Government proposals to ensure that the training of young people continues during a depression were criticized by representatives of industry and the industrial training boards at a conference last week.

The conference was arranged by the British Association for Commercial and Industrial Education to discuss a consultative document, *Training for Vital Skills*, published by the Manpower Services Commission in June.

The proposals concentrate on the setting up of a selective fund, the public and private employers who used young people with the appropriate skills would be required to pay a levy.

But conference delegates criticized the document because there was an inadequate definition of what were the vital skills needed to sustain the wealth producing industries. There was also a danger that marginal adjustments to the industrial training programme could turn into an expensive bureaucratic machine.

Explaining the proposals, Mr Ken Cooper of TSA, said that the problem of finding adults trained in vital skills would never be solved if the long-term training of young people was neglected whenever there was a recession. If we ignore the proposals, he said, we will be committing ourselves to a continued shortage of vital skills, he said.

The document already had its critics. "On the one hand, the proposals are a long-term plan for training for young people, is anachronistic and unnecessary. On the other, people say the proposals are too timid and that the state should take over all responsibility for the training of young people in industry, as it already does in further and higher education."

But BACIE delegates criticized the document more sharply. Mr A. J. Burton, chairman of the Furniture and Timber ITB, said the proposals were "a sledgehammer to crack a nut. He said he was not satisfied that the cost of the proposals would be justified by the benefits to be gained. He said a simpler alternative would be for ITBs to award grants where extra skills were needed. "I am confident that the ITBs could stop any abuse of the grant scheme," he said.

Mr David Mann, chairman of the Food, Drink and Tobacco ITB, said it was a pity that the document had put so much emphasis on the mechanics of the collective fund plan and had not really managed to define what actually constituted the vital skills. Other BACIE delegates suggested that such a definition might be impossible and that national manpower forecasting was not good enough to identify and quantify future skills shortages.

Quarter of 16-year-olds pupils opt to stay on

Staying on at school is coming back into fashion after a setback following the raising of the school leaving age.

Latest figures from the DES show that in January this year 25.2 per cent of 16-year-olds had stayed on an extra year at school, compared with 23.7 per cent in 1975 and 23.4 per cent in 1974. The proportion of 17 and 18-year-olds staying on, which fell last year, has now recovered.

Although it is too early to make predictions, it does look as if the long-term trend for more pupils to stay on at school is back on course. Because the size of the age group is still going up, this means sixth forms are growing fast. In 1974 there were 250,000 sixth-formers in England and Wales. This year the figure was just under 280,000.

But these rises have been offset by the school population falling. In January, 1976, there were 1,744,000 pupils in schools, compared with 1,744,000 in 1974.

The statistics also show that the number of teachers in schools rose by 9,000 in 1975 and 1976 to a total of 140,000. This was a record for the post-war period, but it was not reflected in the number of pupils. The number of pupils per teacher fell from 24.2 in 1974 to 23.8 in 1975.

This year, for the first time, the number of pupils in primary schools fell. The number of pupils in primary schools fell from 1,744,000 in 1974 to 1,744,000 in 1975. This was a record for the post-war period, but it was not reflected in the number of pupils. The number of pupils per teacher fell from 24.2 in 1974 to 23.8 in 1975.

Top level talks on courses

The regulating bodies for technician business education are holding top-level talks with the Council for National and Academic Awards aimed at avoiding confusion and duplication of courses.

The Technician Education Council and the Business Education Council were established in 1969 to simplify the bewildering multiplicity of courses and qualifications in business and technician training. It was envisaged they would establish a few clearly defined awards which would gradually replace all others.

Both bodies have announced their highest qualification called a higher diploma. The two-year Diploma in Education, proposed by the TEC, is being discussed by the TEC and the BEC.

A similar request for reconsideration was made by a delegation from Warwickshire County Council when they met Mr Gordon Oakes, Minister responsible for higher education, in London last Thursday.

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Councils told to cut back or face more control

Local authorities could well find their finances being controlled by central government if they carry over-spending.

This warning is given in a report by the policy committee of the Association of Metropolitan Authorities, considered at the association's annual meeting held in London yesterday.

Local authorities next week reach the peak of their negotiations with central government about the level of the rate support grant and they are urged by the report to get accepted level of current expenditure as high as they can for 1977-78, although this level should be consistent with the Government's target on spending.

The report states that if the level of the rate support grant falls below the level of current expenditure, then the local authority will be required to make up the difference by raising rates or by borrowing.

In concluding their negotiations about next year's grant, all local authorities are urged to take care on grant rather than on the accepted level of expenditure. Although the two may be interchangeable, says the report, it is not always so.

report, and while they can have similar effects on the calculation, they have different implications.

If the accepted level of expenditure is reduced for 1977-78 then there will be a big chance that when we get the figures in the spring of 1977, we shall find another potential overspend like this year's original £350-£450m.

That will mean at the least, Circular No 45 all over again. At worst it could well mean direct government control, authority by authority. Sooner than that we should accept a lowering of the rate of grant.

The local authority representatives and ministers meet next Wednesday (October 20) for the final meeting of the Consultative Committee on Local Government Finance before the Government makes up its mind on the level of grant for next year. As well as discussing the new grant, both sides will also argue about the level for the current year, which the AMA's policy committee report says should be kept as high as possible.

It seems inevitable there will be some deduction made by central government (the £50m already announced by the Secretary of State), but this is really making local government pay for the cost of inflation which ought to be shared between central and local government on the normal grant percentage basis.

The TUC has been promised by Mr Shore, the Secretary of State for the Environment, that the Government will not reach final decisions on expenditure levels for 1977-78 before he has met the TUC's local government committee on October 26. But he has made it abundantly clear that over-spending by councils in the current year is too large to be accepted. Official estimates still put this figure at £250m.

The TUC's committee has been presented with a paper drawn up by the Doherty Committee for 1977-78, which like earlier government circulars to the local authorities, emphasizes that public expenditure must be kept within the planned limits. As expected, the paper says that severe measures to curb education costs are to continue and that there will be no more money for the under-fives, no increases in the teaching force in further and higher education and restrictions on non-teaching staff.

Over-spending this year, according to the paper, will require corresponding more severe measures to bring expenditure back into line in 1977-78.

MP fizzes over firework sales

Questions are to be asked in the House of Commons about the sale of fireworks to children after last week's revelation that shops are ignoring a voluntary agreement with the Government not to sell fireworks more than three weeks before November 5.

Shopkeepers questioned by the National Campaign for Firework Reform in a nationwide survey claimed that they had no instructions from the Department of Prices and Consumer Protection or from manufacturers about the three-week restriction or the Explanatory (Age of Purchase) Act.

The Act, which came into force in August, raises the age at which children may be sold fireworks from 13 to 16 and increases the fine for shopkeepers who break the law from £20 to £200.

Ms Janet Fookes, Conservative MP for Plymouth, Drake, a patron of the NCFR, plans to ask Mr John Fraser, Minister of State for Prices and Consumer Protection, whether he is satisfied with the working of the law and the voluntary agreement.

She will also ask whether, in the light of the survey, the minister will take up the NCFR's offer to monitor the sale and use of fireworks on the department's behalf. The NCFR claims that last year's official estimate of about 4,000 children under 13 injured, some of them permanently, falls far short of the actual total.

The campaigners are dissatisfied with the new Act. They say that merely raising the age at which children can buy fireworks will do nothing to stop the number of injuries. They want a more effective agreement between the Government and manufacturers that will include the phasing out of bangs, rockets and other mobile fireworks.

The NCFR is to ask the Government to discuss the possibility of setting up a licensing system under which shops would only be able to sell fireworks for organized displays.

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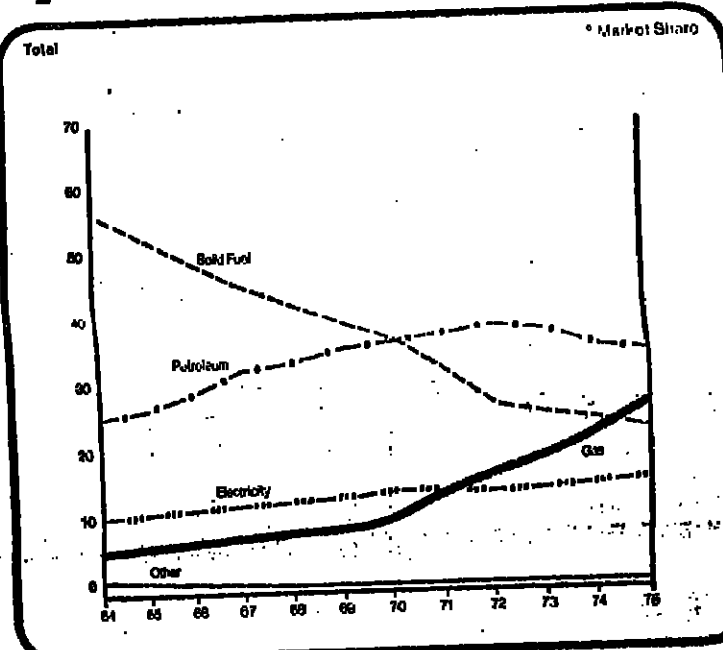
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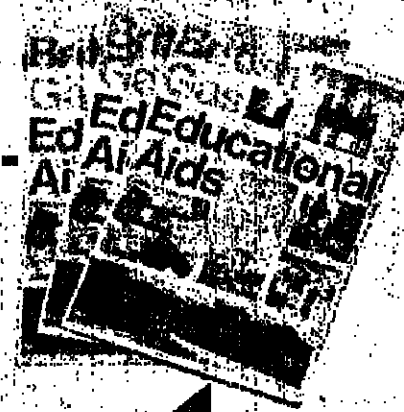
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Conference of CSE boards

CSE boards ready to compromise

by Bob Doe

The CSE boards are worried that they could react to the Cambridge Syndicate's move, others saw it as a way of gaining essential expertise in the ability to examine on the day of the 16-plus.

At the Standing Conference of the Regional Examining Boards (SCREB) held in London last week-end, the CSE boards decided to send a deputation to the Cambridge Syndicate to make up their mind about them. They say they are willing to compromise and to get things moving.

"The CSE boards are anxious to show they are not awkward and unwilling to give way on some things but get minor things through," Mr E. P. Iball, the SCREB Chairman, said.

The boards are sticking to their view that the administration of the new examination should be organized regionally but they are willing to allow schools to choose an examination board outside their region if they wish. The CSE boards believe schools will come round to the idea that regional boards are the only way to make teacher control of examinations possible.

Some delegates were angry about a recent decision by the Cambridge Syndicate GCE Board to offer the 16-plus examination they have developed experimentally with the East Anglian Regional Examination Board to schools outside East Anglia. They saw this as a GCE board preempting the Secretary of State's decision. The boards are legally restricted to examining only within their area and awarding only those certificates approved by the Schools Council and the DES.

A motion was proposed that the CSE boards try to persuade the Secretary of State to allow them to examine Grade 1 CSE, the GCE equivalent, into grades 1A, 1B and

1C. Some saw this as the only way they could react to the Cambridge Syndicate's move, others saw it as a way of gaining essential expertise in the ability to examine on the day of the 16-plus.

Its opponents, however, warned it would lead to the implementation of the common 16-plus de facto with the GCE/CSE distinction continuing. One headmistress said: "I don't want to be one of the 16-tupees to say the seven-point CSE examination exists so you don't need the 16-plus."

In the event the motion was defeated by a large majority but not because the arguments carried the day. Most delegates were mandated to vote against any such proposal by their examination boards before the Cambridge Syndicate's intentions were heard of.

Mr C. A. Pyle, chairman of the Metropolitan Examination Board's Examinations Committee, told the conference that five CSE boards had joined together to offer the CSE in eight subjects next summer. Until now the CSE has been largely the CSE boards' province though they have been prevented from actually issuing CSE certificates because they are still awaiting approval from the DES.

Mr E. B. Dorrance, chairman of the Southern Region Examinations Board Council said it was regrettable but true that: "In the eyes of the vast majority of parents and employers anything that has got CSE or Oxford and Cambridge associated with it is bound to be seen as better than anything with a CSE board name attached to it."

Mr Max Morris, chairman of the governing council of the Middlesex Regional Examining Board, said politicians and DES officials did not understand how successful the CSE boards had been or what teacher control meant. It was up to the deputation to put this across to the minister. "Unless we get a decision quickly we will get no decision at all or a negative one," he said.

Caution on common exam is thrown to... the lions

No decision should be taken on the proposals for a common 16-plus examination until it has been fully considered and approved by the Secretary of State, Mr G. P. Crump, Deputy Chief Education Officer for Lancashire, told the standing conference.

He accepted the need to revise the examination system but the Schools Council proposals had yet to be proved practicable. "Experiments in common entry were not enough."

Nothing should be done to endanger standards already achieved or to shake the public confidence in the system. "It must be clear to all that existing standards will be maintained at all costs."

It was inconceivable, he thought, that a decision could be taken without considering the proposals for new exams at 17-plus and 18-plus, or without more details about how the new examinations would be administered. It was wrong, too, to make any decision without knowing how much the new system would cost.

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without expenditure," he said. Mr Crump, who said he felt like Daniel in the lion's den, did not expect such views to go down well with an audience totally committed to an early introduction of the common 16-plus proposals. He put his head in the lion's mouth, and it was duly bitten off.

It was reasonable, several speakers argued, to expect one system to be cheaper than two. One headmaster claimed he could have saved £500 this year alone through a common entry.

Dr Desmond Nuttall, secretary of the Middlesex Regional Examination Board and formerly responsible for examination research at the Schools Council and the National Foundation for Educational Research, asked: "What decisions of the Secretary of State or of local education authorities are ever based on incontrovertible evidence? How many are political acts of faith?"

Mr Walter Clayton, a headmaster representing the West Yorkshire and Lindsey Regional Examination Board, asked if so much blind faith should be put in the results of research, which, if they were talking about costs, was one of the most costly aspects of education. Many of us are growing tired of research," he said.

Nationwide

The Manchester-based John MacIntyre Board, one of the largest GCE examination boards, has decided to make its examinations available to schools in all parts of the United Kingdom. Until now the JMB has concentrated on providing service in the Midlands and the North of England.

The board's move is a consequence of JMB examinations from schools outside its traditional area and they have been influenced too by the discussions that have taken place about the common 16-plus examination.

Children raise £180 for Oxfam

Oxfam still appears to be arousing charitable and inventive instincts among schoolchildren. Pupils at a British Episcopal school in Somerset staged a circus to raise £180 for the privilege of coming to school in their own clothes for a day. At Marlborough village school in Wiltshire, 11 children staged a circus appearing as elephants, acrobats, monkeys and trick cyclists. They raised £10 and four



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book to be published next week on William Tyndale affair discloses existence of a Conservative Tory plan for breaking up the Inner London Education Authority into separate authorities. Here, the

Tory plan to dismantle ILEA

Conservative shadow cabinet is offering a proposal to break up the Inner London Education Authority. The scheme, over which the leading Tories are sharply divided, envisages the creation of 12 separate authorities for Inner London boroughs, which would administer the capital's education and youth services. Each authority would be responsible for its own schools, education, and higher education. The proposals are contained in a discussion paper which has been drawn up by Ian Clarke, the Tory opposition whip with the help of a group of London Conservatives. They include Jenny Baker, the party's deputy leader on the ILEA, and Rhodes Boyson, MP. The education paper forms part of a comprehensive set of policy proposals prepared in anticipation of next year's Greater London Council elections. Geoffrey Finberg, MP for Hampstead, headed the policy working party. When he sent the overall

policy proposals to Sir Keith Joseph just before the summer recess, he also handed over a copy of the education paper to Norman St John-Stevas, shadow secretary for education and science.

Mr St John-Stevas, like Mr Finberg, is believed to favour the plan. Just before the William Tyndale affair broke he told London Conservative leaders at a private meeting that he thought the ILEA should be abolished but that it was the wrong time to raise the issue.

Mr Finberg said this week that he expects to receive the shadow cabinet's verdict by the end of this month. If they approve, discussions will begin among London Tory leaders over whether a formal commitment to break up the ILEA is to be included in the GLC election manifesto to be issued in December.

Horace Cutler, the Tories' opposition leader on the GLC, says that he supports the proposal to hand the schools over to the boroughs, although he believes that it will probably be necessary to retain some sort of central administration for higher and further education, perhaps covering Greater London as a whole.

"I would have preferred to see the ILEA dealt with as part of a review of the whole GLC structure, but the William Tyndale inquiry has made it plain that something has to be done urgently about the evils of centralization in the Inner London educational system. If we get the go-ahead from the shadow cabinet I will support any move to include the abolition of the ILEA in our manifesto."

But Robert Viggers, leader of the Tories on the ILEA, who as Mr Cutler's deputy on the GLC is number two in the London Tory hierarchy, has made it plain that he will resist the plan tenaciously. He says he is not convinced that the ILEA should go, and that in any case it is wrong to try to demolish it at a stroke.

Mr Viggers has doubts, he says, as to whether the boroughs with the smallest child population would be viable as education authorities, or be able to provide a service of high enough quality. He says that the group's discussion paper itself points out that 25 per cent of secondary pupils attend schools outside the boroughs in which they live, and he fears that it would be impossible to achieve a balanced spread of resources.

Mr Viggers does not believe that the shadow cabinet will approve the inclusion of the abolition plan in the GLC election manifesto because, he says, such an endorsement would commit them to legislation. "With all the more urgent national issues pressing on them, it just isn't on", he says.

Instead, Mr Viggers will try to swing the Tories behind a policy of critical support for "any serious attempt" that the ILEA's Labour administration makes to reform and improve the authority's structure and its schools.

Parents join sixth form

Parents in the London borough of Ilford are being given the chance to go back to school for a few days. An experiment at Ilford School has just started in which two mothers working along with six former on a home economics course.

Parents have expressed an interest in the school's decision to let them do so. Mr T. Trencle, head teacher, said applications for places on English, maths, history, geography, economics, biology, physics and art courses would be welcomed.

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authors, JOHN GRETTON and MARK JACKSON, describe the Tory plan, which would mean the end of the world's biggest urban education authority.

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William Tyndale: the school that fell apart

In "William Tyndale: collapse of a school—or a system?", a TES special to be published by Allen and Unwin on Monday (paperback £1.50, hardback £3.95), John Gretton and Mark Jackson examine the William Tyndale affair in detail and discuss its significance.

In next week's TES, Gerald Hulse reviews this book and also reviews "William Tyndale: the teachers' story", the Tyndale staff's own account, which is also published next week (Writers and Readers Publishing Cooperative, £1).

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Mr Viggers does not believe that the shadow cabinet will approve the inclusion of the abolition plan in the GLC election manifesto because, he says, such an endorsement would commit them to legislation. "With all the more urgent national issues pressing on them, it just isn't on", he says.

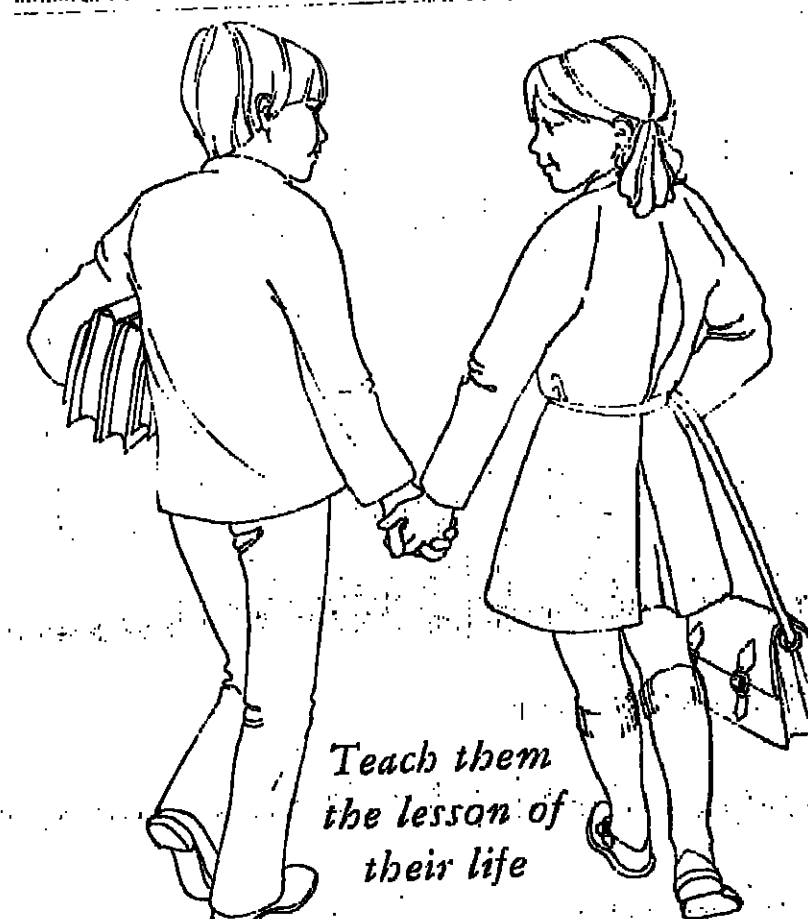
Instead, Mr Viggers will try to swing the Tories behind a policy of critical support for "any serious attempt" that the ILEA's Labour administration makes to reform and improve the authority's structure and its schools.

Parents join sixth form

Parents in the London borough of Ilford are being given the chance to go back to school for a few days. An experiment at Ilford School has just started in which two mothers working along with six former on a home economics course.

Parents have expressed an interest in the school's decision to let them do so. Mr T. Trencle, head teacher, said applications for places on English, maths, history, geography, economics, biology, physics and art courses would be welcomed.

The scheme was outlined to parents at a meeting and social function. Their initial reaction, according to Mr Trencle, was that they had to see it happen but felt reassured at working with 18-year-olds for a one-year course at Ilford School. Dinners cost extra.



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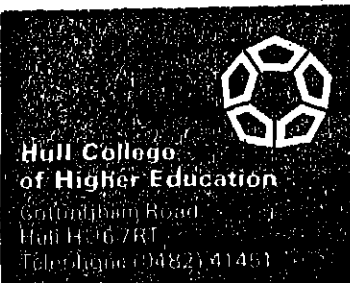
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Attack on Ulster all-in plan

by Paul McGill

Cold water has been poured over the Government's plans to introduce comprehensive schooling in Northern Ireland.

At the annual conference of the Association of Northern Ireland Education and Library Boards last weekend, Rev Dr Eric Gallagher, member of the Belfast Board, declared: "We must not be satisfied with an educational system which deprives the child of the best education of which he or she is capable."

The Department of Education had been "studiously silent" about the type of curriculum to be introduced with reorganization, he added at the conference in Newcastle, County Down. In his view, the curriculum would be restricted, especially in the classics, advanced maths and science with the result that "many bright children will be deprived of opportunities to which they are entitled as a basic human right."

He claimed that the recognition of parental rights in the Government's consultative document was "little more than lip service" and opposed the "bureaucratic uniformity" by which identical solutions would be imposed throughout Northern Ireland.

The Department's report was the death knell of the voluntary schools, without which education in Northern Ireland would be much poorer and would be a stunted thing.

Dr Gallagher proposed a motion to safeguard, as far as possible, the provision of parental choice. It called for a variety of solutions, recognized the contribution made by voluntary schools to the development of education, and urged the boards to initiate constructive discussions with the governors of voluntary grammar and secondary schools in their areas.

He said the resolution had been drafted before the publication of the consultative document and that it was not attacking the idea behind it. He claimed that a "new educational deal" was needed in Northern Ireland because of the problems of illiteracy, alienation, sectarianism, frustration and vandalism.

Seconding the motion, Professor M. J. Boyd said that recent changes in education contained the danger of forgetting the needs of the most vulnerable children "who have it in them to make a much greater contribution to society."

His suggestion an amendment was introduced welcoming the emphasis on parental rights in the consultative document and noting the weight and importance it attached to the role of the voluntary grammar schools. Where the original motion asked the board to initiate constructive discussions, the amendment asked the board to initiate constructive discussions with the governors of voluntary grammar and secondary schools in their areas.

Pressing an opinion on the Government's consultative document. On the final day, the new Minister with responsibility for Education, Lord Melchett, announced that the period for the submission of views on the consultative report was to be extended until Easter, 1977.

"I believe this will be welcomed by those most directly interested in secondary organization and I hope it will also be taken as further proof, if proof is needed, that we are not moving down a predetermined path or a pre-set pace," he told the conference.

Lord Melchett assured the delegates that he brought with him no preconceptions about what was best for the schools of Northern Ireland, and that he would take no decision until he had seen more schools and completed full consultations. He added that the publication of the consultative document did not imply any commitment by the Government to make available the money which would be needed to implement it.

While accepting the need for consultation, before any decisions were taken, the Minister argued that there was "widespread dissatisfaction" with the existing 11-plus selection procedure and that some effort should be made to remove some of the imperfections in it. He announced his intention to set up a working party to look at this question "as soon as possible".

Following two further speeches, in favour of the amendment, Dr Gallagher withdrew the resolution. Because the association adopted no resolution it will not now be ex-

Horrell heads ACC committee

Mr John Horrell (right), of Cambridgeshire county council, has been elected chairman of the education committee of the Association of County Councils. He replaces Mrs Elizabeth Coker, who became chairman of the ACC's executive council in July this year.

Mr Horrell has been chairman of Cambridgeshire since local government reorganization in 1974 and, as one of the county's four representatives on the ACC, he serves on both the policy and education committees as well as the Council of Local Education Authorities.

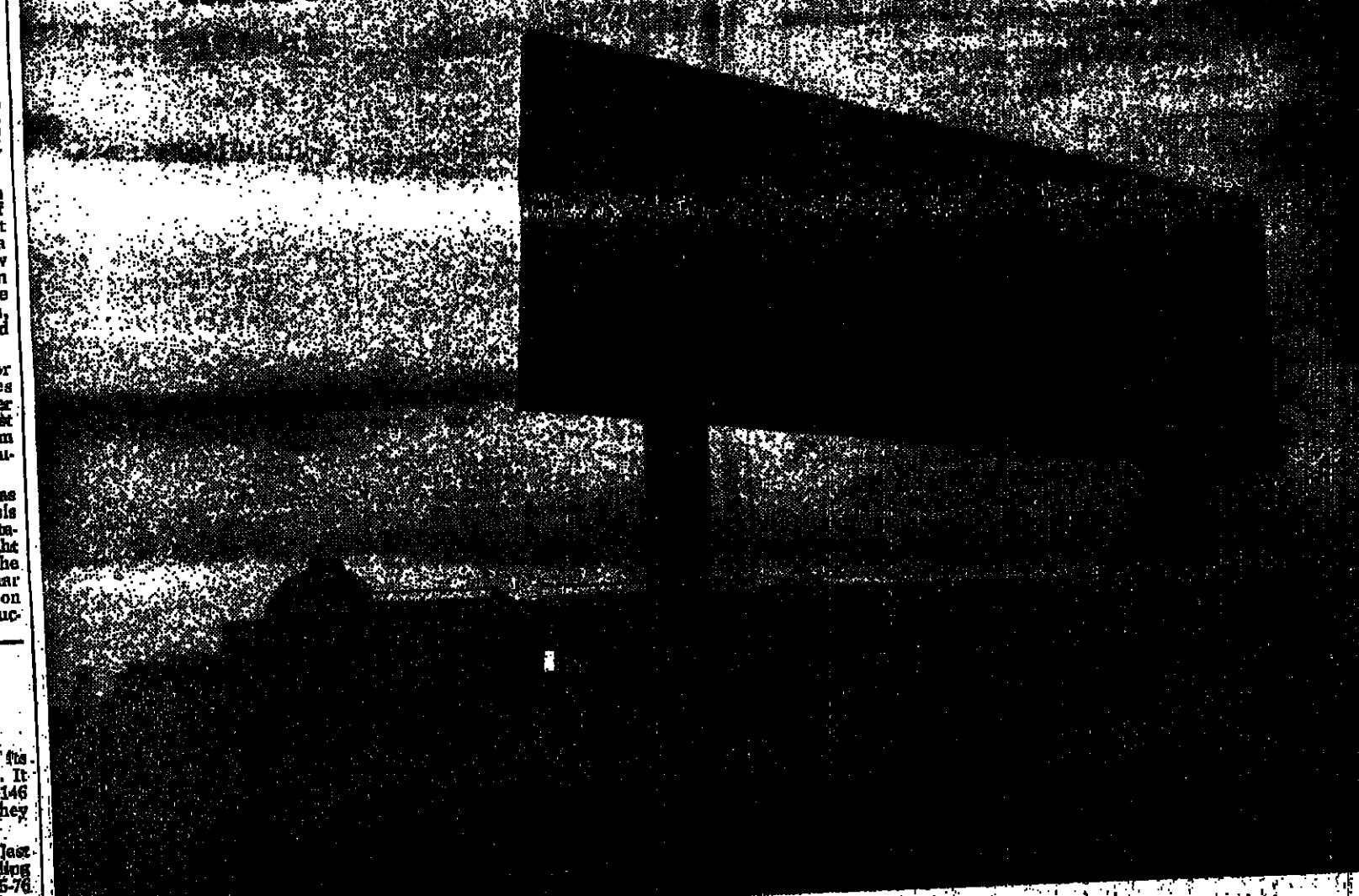
Before reorganization he was chairman of the Hants and Peterborough county council and chairman of their schools sub-committee. His main interests at a local level in Cambridgeshire and with the ACC have been education and schools in particular. Mr Horrell was also a member of the old Soka of Peterborough county council which was amalgamated with Huntingdonshire in 1965.



He was formerly vice chairman to Mrs Coker on the ACC's education committee. He is a representative of the ACC on the Burnham and Soubury Committees, and is a member of the Taylor Committee which is looking into the management and government of schools.

Mr Horrell, a dairy farmer, is a director of a large milk distribution company in Peterborough and a member of the board of Peterborough Development Corporation.

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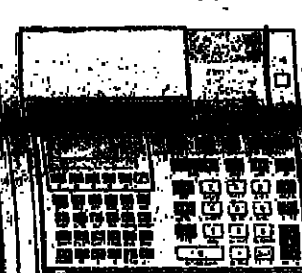
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Youth work aid package announced

from Lynn George

AMSTERDAM Some 34,000 school leavers were still unemployed last month, according to the latest figures of the NVV Jongerenbond, the largest umbrella organization for all Dutch workers. In all, 100,000 under-25s are unemployed, nearly half of the country's total jobless.

School leavers in Holland are a particularly vulnerable group to place as the majority fall under the Part-Time Education Act. This restricts 16-year-olds to working three days a week and studying either at a trade school or an educational institute for the other two days. Although they are only eligible for three-fifths pay many employers are still reluctant to take them on.

In an attempt to offset this and to boost youth employment generally, Dr Beysma, Social Affairs Minister, has announced a new package of emergency measures costing 210m guilders (around £47m).

Of the 190,000 school leavers this year around 25,000 are expected to benefit from an 85m guilder scheme which aims to protect job training opportunities. Every employer who takes on a school leaver and provides him with a practical training plus time off for study collects 80 guilders a week for each young person. If the employee falls under the Part-Time Education Act, the sum is 60 guilders.

Coupled with these allowances, which will operate for one year, premiums given to employers for every young worker under the Act they engage have risen from 45 to 50 guilders a week. This will cost 30m guilders. In future tighter controls will operate to ensure young workers actually attend classes on

Wage subsidies operating for one year to fight long-term youth unemployment account for a further 50m guilders and should help some 7,000 young jobless. Employers may claim 650 guilders a month for every young person between 17 and 22 they engage, providing the young worker has been continually unemployed for six months. This sum represents a 50 to 80 per cent allowance towards each young person's salary.

A temporary measure already introduced which enables subsidies to be paid to young workers under 23 working on non-commercial community projects has been extended for an extra year at a cost of 45m guilders. Young people may work on such projects for a half-year or the projects.

Italy

Graduate jobless launch national campaign

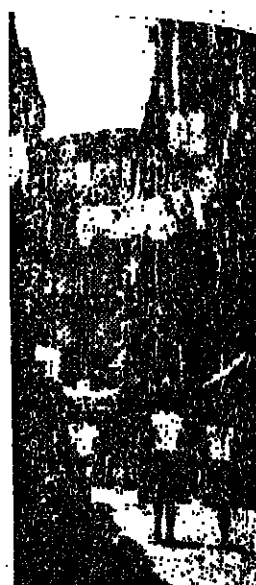
from Dalbert Hallenstein

MILAN The choice of Naples as the setting for last week's first national congress of unemployed young graduates and diploma holders was not only apt, but almost inevitable. Naples is the Italian city with the highest concentration of unemployment, and but of the 1,000,000 Neapolitans without work are estimated to be young graduates or school leavers in search of their first job. Moreover, 60 per cent of Italy's unemployed young are situated in the south, of which Naples is the largest city.

It is in Naples that the problem of intellectual unemployment has reached its most grotesque proportions. For 1,100 nursery school teaching positions, offered earlier this year, 17,000 graduates applied; and out of 13,000 applicants for a handful of clerical jobs in the public transport system, a third were graduates or diploma holders.

The congress was attended by 1,000 delegates from all over Italy, representing an estimated one million educationally qualified but unemployed young Italians. The delegates agreed that new jobs could be created by insisting on an immediate reduction of the Italian weekly workload to 35 hours, a total ban on overtime in factories and offices, a massive new state programme to increase the number of nursery schools, creches, adult education centres and community centres and a rigidly applied limitation on class numbers to 25 pupils.

Italy's confederated industrial unions also met last week to work out a plan to help resolve the explosive problem of unemployment



Naples: unemployment among the young.

The plan suggests young people for a long time have been working for a long time. These hours would be cut to 35 hours a week. The remaining four hours would be used for study or vocational training.

Payment, which was Education officials are angry at standard union rates a year, but have not given up to students normally employed in some different form, four daily working hours. The measure was strongly supported by the California legislature.

The most important innovation in RISE was the concept of academic goals for each school. These would

THE TIMES EDUCATIONAL SUPPLEMENT 15.10.76

Set-your-own-standards project is axed

from Michael Binyon

WASHINGTON Teachers and education officials in California are upset that Governor Brown has vetoed one of the ambitious reforms of second education ever proposed in that state.

Reform in Intermediate Secondary Education was a proposal of Dr Wilson Riley, California's influential state school superintendent, to individualize education through programmes developed at local level with the help of school parent councils.

Each pupil would have a personalized learning programme drawn up according to his interests and abilities, but all would have to include minimum standards of competency in English and mathematics. The programme would have been introduced gradually, and extra money would have been allocated to school districts as they took part. The first year the cost was estimated at \$1,600,000. Eventually, if all schools in California were involved, the cost would have been \$1,600,000 a year.

Governor Brown said this was too high a price to pay for a reform which would not be worth the cost. "This is not the remaining four hours of the day, working in industry and I'm not Santa Claus."

Education officials are angry at standard union rates a year, but have not given up to students normally employed in some different form, four daily working hours. The measure was strongly supported by the California legislature.

The most important innovation in RISE was the concept of academic goals for each school. These would

be defined by local school councils, composed equally of parents, teachers, pupils and administrators. Each council would draw up a plan of what skills it wanted its school to teach and to what level. The plans would then be submitted to the state education authority for approval.

How schools achieved their goals was up to them, but they were encouraged to move away from measuring education simply by the number of hours pupils spent in class. Each pupil would have a personalized learning programme drawn up according to his interests and abilities, but all would have to include minimum standards of competency in English and mathematics.

Pupils' competencies would be measured by testing and observation, and teachers would perform the role of personal counsellors supervising their progress.

Reforms of this kind have already been introduced in half the state's elementary schools. They have been phased in gradually over the past four years, and strictly evaluated and monitored to see how they were working. So far they appear to have been very successful.

Dr Riley—one of the most prominent black educationists in America and one of Jimmy Carter's principal advisers on education—argues the traditional method of allocating money automatically to all schools whether they are doing a good job or not is wasteful and offers no incentive to educational innovation or improvement.

France

All the news that's fit to learn...

from Mark Webster

At the same time as M René Haby, Minister of Education, is urging greater use of newspapers in teaching, a report has come out showing how few secondary school children read them.

The inquiry by the Institute of Pedagogic Research (INRIP) entitled *Secondary School Children and the Mass Media and Today's World* was begun in 1973. The results just published show far more children watching television or listening to radio than reading a paper.

Only 8 per cent of children say they read a national newspaper every day. The most powerful press in the country is in the regions, but even here only 40 per cent read a regional newspaper every day.

The report is based on 200 questions put to 3,278 children in 128 different classes at 125 schools. More than half the pupils (55 per cent) say they hardly ever read a nationally distributed paper. Among those who do the proportion is far higher in Paris (26.5 per cent) than in the provinces (4.5 per cent). Strangely, in Paris there are still 16 per cent who read a regional paper which the report says shows how strong family ties remain with their provincial origins.

Weekly papers and magazines, which are numerous in France, have a market comparable with the provincial press (35 per cent). The socialist *Nouvel Observateur*, or the right wing *La Vie Catholique*, have a small share (6 per cent), while the satirical *Charlie Hebdo* find more followers (13 per cent).

The real audience grabber, however, remains television. More than half (55 per cent) say they watch television at least once a day while only a tiny proportion (3 per cent) claim they never watch it.

Those questioned were very definite about what they read in the papers. Sport comes first (30 per cent), general articles (24 per cent), politics (22.5 per cent) and background articles (15.5 per cent).

A recent development in newspapers has been the success of the *Lucyden* own newspaper, *Terraviva*. The monthly, launched in March, now claims a print figure of 100,000.

It is named after the last year of secondary school and aims at giving practical advice to children looking for jobs. There are also long articles on such topics as pollution and education. The September issue carried a full-page feature on Northern Ireland.

Meanwhile, M Haby is shortly to publish guidelines for teachers on how to use newspapers in class more often and more effectively. The Minister has promised that papers of all political persuasions will be made available.

Sweden

Migrants to get mother tongue teaching priority

Improved tuition for immigrant children and the handicapped are the two main features of the National Board of Education's budget proposals for the year beginning next July. Spending would rise 7.4 per cent to 11,012m Skr (£1,421m).

Following legislation this spring, state support for mother tongue teaching for children of immigrants has doubled to 63,000 comprehensive, 7,000 upper secondary and 25,000 nursery school pupils become eligible for compensated tuition next autumn.

It provides the tuition, 500 new mother tongue teachers are to be employed, joining the 1,500 already giving instruction in 49 different languages. The first batch of 90 new teachers will start work in the new year of the reform.

It is proposed to raise spending on special education by 9.7 per cent to 2,811m Skr (£337m), with emphasis being on tuition for those

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Report hits lack of literacy data

from our correspondent

Statistics on literacy should be collected in the Republic's primary schools annually in order to provide adequate information on overall improvements in reading ability on a national basis, according to a report published by the National Economic and Social Council.

The report, which deals with the collection of literacy data, criticises the lack of systematic collecting services of the Department of Education. It notes that the Department's statistical services have become longer, with more data being collected, but that the figures are more and more out of date by the time they are published.

Literacy statistics are being collected so far, but the report indicates that almost a third of the entries to vocational schools had reading difficulties at a minimum of 12—should cover a minimum of 15-year-olds, that is, those at minimum school-leaving age and 15-year-olds, who are approaching the end of their primary schooling.

"Over the years," the report comments, "it would be possible to see if any improvement in literacy skills had been effected over 10 and 15 for a particular year. These statistics should be collected by area, by socio-economic group, and by whether the pupil is receiving remedial teaching."

The mechanism that would collect standard reading test results would be administered by teachers. The report is critical of the fact that statistics are not currently collected by socio-economic group or by area already in the educational system.

If social policy is concerned with the dimension of opportunity and with equality of opportunity, it is very important to measure the extent of unemployment for different social groups and to see whether it is improving or deteriorating over time.

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Applications to Diploma, BEd or MEd courses who are LEA teachers are eligible for appointment on full salary; other teachers may be eligible for grants from Local Authorities.

Peter Cornall reports on some of the arguments provoked by his school's attempt at self-evaluation

...and the fact that in a classroom it suggests that every English lesson aim to be an event and ignores the fact that

Some useful decisions emerged, yet this venture had many drawbacks. The survey we had hoped for unwittingly we had sought out the one group of our colleagues least able to believe that our objective made sense. For the stumbling-block had proved to be neither the resentment some of the teachers felt at being singled out, nor our failure to earn acceptance as part of a team rather than inquisitors. The basic problem was that our English teachers felt their craft was one which depended on the relationship between

The theme was first generally aired almost by chance, at the first staff conference of the autumn term, when I offered to rub about accountability in order to pad out a short agenda. The dominant response, forcefully, was tepid. What new hare was he bawling now, and why need we ever pretend to chase it? Nevertheless, the experience we had gained the previous three years in developing the staff participation or, in the words of senior management, decision-making encouraged me to go on thinking and talking. Problems and differences we were accustomed to debate only : perhaps the stride onwards again

Our academic and year tuition committees met at the start of the term, and accepted a plan we presented to the staff conference.



Among those who had made their move, however, was the English faculty

"While a corporate faculty self-assessment would be one degree more acceptable and convincing, the involvement of outsiders to share and in some way monitor the process of faculty self-assessment would make a great deal of difference, and I think the process must be neither so traumatic nor so destructive of the classroom relationship as perhaps is feared.

Peter Cornall is head of Carisbrooke H.S. School, Newport, Isle of Wight.



Anne Sofer suggests that managers and governors could be teachers' best defence against bureaucratic or political intervention

Yet by 1975, three years later, when MAGM did a national survey we found that 86 per cent of leas had parent governors for their schools, and 81 per cent teacher governors. In 32 per cent of leas there was more than one representative of one or both categories for each school governing body and 60 per cent had participation of some sort by older pupils. In addition both political parties were now espousing the cause of more "community involvement."

It has never been thought right to leave responsibility for the curriculum with the teaching profession alone. Under Section 23 of the Education Act it rests with the local education authority. This section however gives the authority the right to

Yet it is possible to give a high regard to the professional expertise and judgment of teachers, while at the same time

What teachers should be doing in the current climate is that of a learning body, representing all interests, is their best defence against the possibility of bureaucratic intervention in curricular decisions. We hear more and more talk about the reduction of minimum standards, the assessments, checklists for inspectors and so on. Nobody would deny the need to improve the standard of education in this country—we will always have that—and it seems clear that we want some sort of control and standards of performance. Yet all forms

the teachers and head teachers (titled "The
Institution of parent and teacher
governors and the relationship
between them in the curriculum
development process") has been
developed as a formal document by
the Ministry of National Education
and is being used by the Ministry
to introduce into the teaching
process.

are "efficient" and "autonomous" and they unequivocally give the authority the right and duty to pursue school from falling. The definite failure must rest with the professional judgment of the authority's inspectors—and they will be accountable to the education committee and to the public at large for their judgments and actions in the same way that teachers are responsible to their governors and parents. Like teachers, inspectors will be flexible in order to accommodate change, and standardized measures of performance would be suicidal in the same reasons.

For the LSC is not simply a pro-

It is unlikely that these functions can always be carried out without some conflict. In something as fundamental as education it would be important as education it would be ordinary if they could. In the past there has been an attempt to reduce possibilities of conflict by limiting decision-making powers to a few. This has had the effect that a great many people, whether as voters, parents or principals, have simply failed to recognize the weakness of the system. The final result of the failure can only be the decay and impoverishment of the whole education system.

These figures are from Schöhl Government and Managers. Some Facts Figures and How Many Parents? Many Teachers?, available from NACM, Hollbrook Centre, Hollbrook Road, London E15 2DP each. The NACM submission to the Taylor Committee is available from the same address, also 2DP.

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about entrepreneurship usually known as the book. The book is a carefully selected collection of essays, but in the order of the editors' introduction. They are of widely varying degrees of generality, from Mill's or Liberty to the elaborate letters of a classical scholar. Several are available elsewhere—we could have been spared a quotation from the Communist Manifesto and had instead something from Hobbes and Machiavelli, the Pindar and Sappho of antiquity. Keith Harding

Among this we

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clearance of the 1850s; and courted by Janie, whose nigger mother is specially tolerant theory but edgy in practice.

It is a nice, nice, misch-mashed place Maggie actively at the of historical and social and tional tensions—simple material trilogy, and more. Any of portentiousness is removed making Maggie an obstinate

I must say I approached Street that Disappeared with feet dragging. I cannot guess how many times in the past 20 years I have read the story of the child who saves their playground from trees, a tumble-down house or, in this case, a complete mass of bold unilateral political action. Children's fiction was a good reality, the town halls were

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had to choose," says Jung.
her father speaks with his
intolerable tolerance about his
able Uncle Alfred. "I'd never
anyone as good as Daddy
father." The story is kind
warm while taking note of the
por edges of family existence.
liked Angus, who called him
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A preview of some exhibits and a look at developments in the London area

Unified service

PETER WEISS on the merger of the ILEA ETV service and Media Resources Centre

A year ago, some of my colleagues and I undertook a fairly comprehensive review of the work of the ILEA Television Service and the Media Resources Centre. As a result of this critical reappraisal we put forward a number of proposals for their future development in the context of merging them to form a unified ILEA learning materials service.

There are some obvious strengths inherent in regional production facilities like ours. We can tailor learning materials to the needs of London schools; they can reflect London's problems and potential; their approach can match our urban and multicultural population. ILEA teachers can have access to the service; practising teachers can commission and help create new materials directly related to their classroom problems (and we are starting to extend this access to the pupils too). Working within an education service, it is possible to plan and prepare materials as part of the authority's wider strategy for more effective learning in schools.

But there are problems too. It can be difficult to justify, especially in the present harsh economic climate, the production of a separate materials service. In particular, we have had to face the fact that, with some notable exceptions, the television programmes have been used too little (or, rather, with too little effect) in relation to the money, talent and effort their production

absorbs. So the changes we are making have two aims: to reduce the cost of the service and to increase its effectiveness.

As a result of the merger, production is now planned as a whole, across a range of media, of which the television is becoming an integral part. With the emphasis shifting towards simpler, cheaper, easier to use materials, we are reducing the scale of television production by about one-third. This means reserving the television for areas where it really has something special to offer. And we are starting to move away from the traditional concept of the educational television series and the newly constructed programme designed for a class, to explore the possibilities of various kinds of video sequences as part of the curriculum.

Our own production team is now made up from the producer-directors from the television service together with the writer-editors from the Media Resources Centre, now reorganised into groups working across the media to sectors of the education service. In the past, they were all attached to the service on secondment, the theory being that they should arrive fresh from the teaching face, acquire the necessary media production skills and after a period of secondment return to their original schools. In practice, it has not been quite like that. Expertise in production needs time to develop, but schools are understandably reluctant to keep open posts (and only fill them temporarily) for people who have no other work. The dilemma, we have now introduced a two-tier system whereby some staff have permanent posts as teacher-producers while others will be

seconded from schools to work alongside them for a maximum of two years.

One of the problems in the ETV service and MRC has been the allocation of a somewhat haphazard and piecemeal funding. In result, though providing a useful material, has no clear peripheral to the central production of schools. It has rarely been possible to offer teachers coherent support on which they can (if they choose) base the development of their courses.

But now we are concentrating production in a limited number of curriculum areas, closely in consultation with an advisory committee of teachers and inspectors, some of the more pressing needs of our schools. Within these areas, our production teams are working with groups of teachers to develop work out more detailed plans.

Our materials for primary school fall into four different, though overlapping, strands. First, language development, where we are developing the already substantial material for learning to read, which helps young children develop their oral skills, with new materials (including reading) to support those with reading difficulties. In maths, we are also supporting the Inspectorate's scheme of guidelines to help develop a more systematic approach to the subject. In support of environmental education, whose aim is to show the child's everyday surroundings, we are building up from a series of television films for younger children to a set of materials for up to

the scheme of the family, the neighbourhood and the community. Lastly, for the creative arts, we range from the highly popular Sing a Song programmes for young children (used by around 80 per cent of our schools with infants) to a range of poetry and other materials for juniors.

For the secondary schools, with their range of traditional and new subjects, integrated areas and social concerns, we are concentrating on two key problems. In the lower school, the move towards teaching in mixed ability groups has led to a need for new kinds of learning materials to support more individual and varied learning. Then, further up the secondary school, where teachers have been questioning the relevance of the curriculum offered to the less academic pupils in their last years at school, several interesting new courses are emerging. These include craft education, sport and society, and some television support for the Schools Council's geography and the young school leaver.

Two other areas should be mentioned: further education in the 16-19 age range and teacher education. In further education the priority is to support the new courses being developed for less able students in help to overcome their basic communication skills.

Many of the projects developed through the Learning Materials Service are being made available to schools and colleges throughout the country and overseas. However, we are also working with commercial publishers and agreements with film and video distributors.

I detect a pattern emerging where provision for national needs is being increasingly based on regional and local initiatives. This way, we may be in some danger of losing the specificity of local needs, but we retain the advantage of materials developed within a local education service.

Continued on next page

will also be showing its new colour workbooks and demonstration self-instructing modelling called ChidClay.

James Galt and Co. Ltd, Cheshire, A new product on the Galt will be a Galt Papermaker, a video which, says the company, will be possible for children to make.

Coated Specialties Ltd, Buxton, Essex, Apart from a selection of Transpa-seal products, this company will be showing entries from the Transpa-seal seal school art project. Hundreds of preliminary sketches were received from which the 50 best entries were sent supplies of coloured Transpa-seal overlay material with which to prepare their finished entry.

Community Playthings, Robertsbridge, East Sussex, Four new items will be on display here. The Safety Toddler Chair has slides and arms which hold a child securely and stacks for easy storage, says the company. The Variply screen can be used as a puppet theatre, shop or post office. The other two items are a set of nine magnetic and four-shaped book ends with two top adjustable shelves.

Education Productions Ltd, Wakefield, Yorks, Several new items will be shown on the EP stand, including some from the range which EP now distributes, such as Studyettes, Wadding, and other cassette tapes. Elita Office Ltd, Cardiff, New items on this stand will be a portable, low voltage illumination projector. Other products include electronic slide projectors and

On the Lindfield stand will be a selection from their range of building packs of Plasticine, modelling clay, and other materials. Lindfield Books Ltd, Loughborough, Leicestershire, will be showing a selection from their range of building packs of Plasticine, modelling clay, and other materials. Lindfield Books Ltd, Loughborough, Leicestershire, will be showing a selection from their range of building packs of Plasticine, modelling clay, and other materials.

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Lawtons of Liverpool Ltd, On the Lawtons stand will be several new products, among them the Mitty Bind, a simple perfect binding machine, and the Readfile desk top dictionary system with which primary children can link words and pictures.

The London Music Shop Ltd This firm supplies almost every kind of musical instrument and a representative range will be on show. This year they will also be showing music and books for the first time. Among the instruments the new folder Cassette Melodica is now being offered at discount to schools.

Magiboards Ltd, London, Apart from their range of magnetic boards and accessories, Magiboards Ltd will be showing a new hessian covered pin board and a perpetual calendar which, it is claimed, is especially suitable for schools.

The Mapograph Co Ltd, London, One of the lowest cost methods of printing is by Mapograph: rubber rolls. These are available as a wide variety of maps, diagrams or charts or they can be made up to order. Master Donat Supplies Ltd, Newcastle, Additions to Markor Board's range of writing boards and equipment include large capacity dry-writers for use on glass surfaces; co-plan magnetic teaching aids; and Mag-Shel, Mag-Add and Mag-Disc.

Thomas Nelson and Sons Ltd, Sunbury on Thames, Middlesex, Two new series on this stand will be "Websters English Workbooks", four graded workbooks for children up to 11 years to help with grammar, spelling, syntax and computer, and "English for Primary Schools", a revised new edition in which the emphasis is placed on grammar, vocabulary extension and punctuation.

Pei Ltd, Watley, W Midlands, Several hundred items from Pei's

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Forme range will be on this stand, each a one-twentieth scale model. Model classrooms and offices have been developed by Pei to help the planning of interiors.

Phillips and Tacey Ltd, Andover, Hants, Phillips and Tacey will be giving special prominence to their chronograph duplex clock face, for which accessory discs are available to convert to the 24-hour system, to their Unixx activity cards for mathematics teaching and to their many types of puzzle.

Reeves-Dryad, Leicester, Reeves-Dryad will be showing materials from all their ranges. Leighton-Baldwin, 48 Metric Aids and, of course, their own art and crafts ranges. Seven new Dryad craft instruction booklets will be on display.

Schofield and Sims Ltd, Huddersfield, Among new publications on this stand will be "Towards Mathematics", a reading programme which provides a basic core of mathematical knowledge for children in the age range seven to 12. "Mental Arithmetic", a five-book series to provide regular practice in the essential skills, and "English", described as a new approach to English in primary and middle schools.

Taskmaster Ltd, Leicester, Taskmaster, Ltd, volume kits for the School Council project "Monitoring and Encouraging Children's Conceptual Development" will be shown on this stand as well as new materials for maths teaching.

Unichart, Alderhot, Hants, Among the display of writing boards on the Unichart stand will be a new double sided mobile board. These are available in a range of sizes in combinations of magnetic board plus either chalkboard or dry white board. They can be rotated and the height can be altered.

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Forme range will be on this stand, each a one-twentieth scale model. Model classrooms and offices have been developed by Pei to help the planning of interiors.

Phillips and Tacey Ltd, Andover, Hants, Phillips and Tacey will be giving special prominence to their chronograph duplex clock face, for which accessory discs are available to convert to the 24-hour system, to their Unixx activity cards for mathematics teaching and to their many types of puzzle.

Reeves-Dryad, Leicester, Reeves-Dryad will be showing materials from all their ranges. Leighton-Baldwin, 48 Metric Aids and, of course, their own art and crafts ranges. Seven new Dryad craft instruction booklets will be on display.

Schofield and Sims Ltd, Huddersfield, Among new publications on this stand will be "Towards Mathematics", a reading programme which provides a basic core of mathematical knowledge for children in the age range seven to 12. "Mental Arithmetic", a five-book series to provide regular practice in the essential skills, and "English", described as a new approach to English in primary and middle schools.

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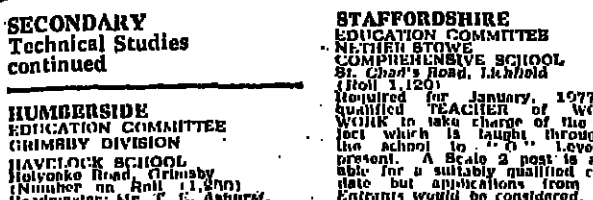
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these posts
ation Officer.



**Other Posts on
Scale 2 and above.**

VENTNRY (City of)
UNION SOUTH SIDE
UNION SENIOR SCHOOL
\$240 on roll
Required January, 1977-
ASSISTANT TEACHER of
MANDATORY EDUCATION, 4

Application forms available from the Chief Education Officer, 111, High Street, Exeter, Devon EX1 1AS. To be returned to the same address. Stamped Addressed Envelope.

Required for January, 1975
Inquisitive and capable you
as TEACHER LEADER
Applicants should be
teachers with social training
experience of youth work.
Extended day classes &
youth activities are well
A youth wing is to be
during this school year
five additional facilities
that is already of proved
school and community

Divisional Education Officer
Pill House, New Road,
to whom applications should
be made.

Yeovil
to teach throughout the
able for a suitably expert
Wham-on-Sea
MUSIC and GEOGRAPHY.

downwater (210)
for middle infant class

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840. 84

Education Department

COUNTY SECONDARY SCHOOLS
SCALE 2 POSTS & ABOVE

Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, experience and names of two referees) should be sent immediately, together with stamped addressed envelope, to Head of School.

BODESLEY GREEN GIRLS' SCHOOL

Marchmont Road SE 8 5XX
Scale 2/3 according to experience. HEAD OF MATHEMATICS DEPARTMENT. Mathematics is taught to C.S.E. and 'O' level.

GEORGE DIXON SCHOOL

City Road B17 8LF
Scale 4. HEAD OF ENGLISH required for January 1977. Candidates should possess good academic qualifications, experience of teaching the subject at all levels and considerable organising ability. Applicant appointed will play a vital role in the future development of the school.

HOLTE SCHOOL

Wheeler Street B19 2EP
Scale 3. HEAD OF PHYSICS required for January 1977. C.S.E. 'O' and 'A' level. Fully equipped Science laboratories.

MIRFIELD SCHOOL

Lea Village, Kites Green B33 9SG
Scale 2. BIOLOGY required for January 1977. Courses to C.S.E. and 'O' level well-established and opportunity to develop 'A' levels. Excellent facilities which include an Animal Room and Plant Conservatory. S.P.A. allowance. Further particulars from Headmaster.

VOLUNTARY AIDED SECONDARY SCHOOLS SCALE 2 POSTS AND ABOVE
ST. JOHN WALL R.C. SCHOOL
Oxhill Road B21 8HH
Required 1 January 1977. HEAD OF HOME ECONOMICS, Scale 3, to coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

COUNTY SECONDARY SCHOOLS

SCALE 1 POSTS
HARTFIELD SCHOOL
Acock's Green B27 7QG
Established school of 1,250.
A teacher of CHEMISTRY is required for January 1977, with some Combined Science. Sixth-Form work to 'A' level available.
There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

SCALE 3
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 3. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 1
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 1. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 2
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 2. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 3
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 3. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 4
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 4. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 5
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 5. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 6
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 6. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 7
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 7. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 8
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 8. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 9
HARPUREY HIGH SCHOOL
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SCALE 10
HARPUREY HIGH SCHOOL
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Required for January 1977. HEAD OF CHEMISTRY. Scale 10. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 11
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 11. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 12
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 12. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 13
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 13. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 14
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 14. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 15
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 15. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 16
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 16. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 17
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SCALE 18
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SCALE 19
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SCALE 20
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Required for January 1977. HEAD OF CHEMISTRY. Scale 20. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 21
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 21. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 22
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 22. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 23
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 23. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 24
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 24. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 25
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 25. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 26
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 26. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 27
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 27. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 28
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 28. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 29
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 29. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 30
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 30. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 31
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 31. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 32
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 32. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 33
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 33. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 34
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 34. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 35
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 35. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 36
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 36. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 37
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 37. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 38
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 38. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 39
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 39. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

SCALE 40
HARPUREY HIGH SCHOOL
Upper School, Church Lane, Harpurhey, Birmingham B10 4JH
Required for January 1977. HEAD OF CHEMISTRY. Scale 40. To coordinate work of a thriving department throughout the school. Application form and further details available from Clerk to the Governors, c/o the school.

ileA INNER LONDON EDUCATION AUTHORITY

Specialist Vacancies for Secondary Teachers

The Authority would be pleased to hear from suitably qualified teachers with experience or seeking their first appointment, in the following subjects:-

Design and Technology
Home Economics
(Part-time only)

Appointments will be to a Scale 1 post in the Authority's General Teaching Service, Inner London allowance (£402) payable in addition to the Burnham salary.

For an application form, please write to the Education Officer (TS2), The County Hall, London SE1 7PB (telephone 01-633 6426).

SURREY COUNTY COUNCIL

*FRINGE AREA LONDON ALLOWANCE £150 p.a. THROUGHOUT THE COUNTY.
*Generous re-location expenses in approved cases.

POSTS OF RESPONSIBILITY

COMPREHENSIVE EFFINGHAM, HOWARD OF EFFINGHAM COUNTY SECONDARY

Head of Mathematics Department, Scale 4.
Head of Music Department, Scale 3.
Head of Art Department, Scale 3.
Telephone: Bookham 53694.

FARNHAM, HEATH END COUNTY SECONDARY

Telephone: Farnham 8688.

FRIMLEY, TOMLINSON COUNTY SECONDARY

Art Teacher required for January 1977 (DipAD or equivalent) to be second in lively Department. Ability to teach pottery essential. Scale 2 available for suitable applicant.

Telephone: Camberley 28768.

GUILDFORD C OF SECONDARY

History, Scale 3. To teach to CSE, 'O' and 'A' level and a developing C.E. course.

Telephone: Guildford 37873.

GUILDFORD, ST PETER'S AND MERROW GRANGE RC SECONDARY

Director of Music, Scale 4.

Mathematics, Scale 2, to teach to 'O' level.

Telephone: Guildford 34864.

HASLEMERE, WOOLMER HILL COUNTY SECONDARY

English with responsibility for Library. Scale 2.

Telephone: Haslemere 2740.

WEST WIMBORNE, BISHOP FOX COUNTY SECONDARY

Head of Third Year, Scale 3. This is the penultimate year in this 12-18 school and an interest in Careers Education is required.

Telephone: 01-678 8334.

GRAMMAR

GUILDFORD COUNTY GIRLS

Geography to 'A' level. Scale 2.

Music, Scale 3.

Telephone: Guildford 4086.

SCALE 1 POSTS

COMPREHENSIVE ASHFORD, ABBOTSFORD COUNTY SECONDARY

Home Economics/Needlework teacher.

Telephone: Ashford 48824.

CANTERBURY, ROBERT HAINING COUNTY SECONDARY

Science teacher for Biology.

Telephone: Canterbury 44979.

CATERHAM, ST ALFRED COUNTY SECONDARY

Science teacher for Biology.

Bolton Metropolitan Borough

Required for 1st January, 1977, unless otherwise stated.

Teacher for English and Social Studies at this two-form entry school for boys. A Scale 2 post is available for a suitably qualified and experienced teacher, but new entrants will be given consideration.

Castle Hill High School for Boys
Castleton Street, Bolton (400 Boys)

Head of Commerce (Scale 2)
Further details with application form.

Sharples High School
Hill Road, Sharples, Bolton
(This is an 11-16 Co-educational School which moved into new purpose-built premises in September, 1975.)

Teacher of French (Scale 1)
To teach up to and including 'O' level work. Some 'A' level work might be available for suitable candidate.

Smithills Moor Grammar School
Smithills Dean Road, Bolton
(Co-educational, 700 pupils.) (This school is part of Smithills Base, which consists of two Grammar Schools and a High School situated in pleasant surroundings on the northern outskirts of Bolton.)

Required as soon as possible.

Teacher (Scale 1) for Typewriting, Office Practice and Commerce
To C.S.E. level at this one-form entry school for girls. This is a temporary post to 31st August, 1977 in the first instance.

Wolffenden High School
Wolffenden Street, Bolton (170 Girls)

Teacher of Mathematics (Scale 1)
up to 'O' and 'A' level.

Deane Grammar School
New York, Bolton (Co-educational, 750 pupils)

Teacher of Geography (Scale 1)
Geography and Environmental Study Courses in operation throughout the school up to C.S.E. level.

Smithills High School
Smithills Dean Road, Bolton (Co-educational, 690 pupils)

Teacher for General Subjects (Scale 1)
Temporary for two terms. Willingness to help with organization of courses for non-academic 4th and 5th-year pupils would be an advantage.

Rivington & Blackrod High School
Rivington Lane, Horwich, Bolton
(Co-educational, 1,700 pupils 11-18 Comprehensive)

Teacher for Science
(principally Biology) and to take charge of an established Modern 3 C.S.E. course for girls in aspects of medicine and nursing. Please mention any subsidiary teaching subject and extracurricular activity. A Scale 2 post is available for a suitably experienced candidate.

Hayward Green High School
Layton Edge Lane, Bolton (Co-educational, 700 pupils)

Head of Drama
(up to Scale 3 for suitably qualified and experienced teacher). Lavish drama facilities, theatre. Established tradition and curriculum to examination standard. Further details available with application form.

Harper Green County Secondary School
Farnworth, Bolton (Co-educational, 1,100 pupils)

Teacher of Physics (Scale 1)
prepared to teach General Science to lower forms.

St. Cuthbert's R.C. Bilateral School
Old Kiln Lane, Bolton
(11-18 Bilateral, Co-educational, 870 pupils)

Head of Mathematics (Scale 3)
Further details with application form.

Castle Hill Girls' High School
Castleton Street, Bolton (400 Girls)

Letters of application to be sent directly to the Head Teachers at the addresses given by 20th October, 1976.

SECONDARY Scale 2 Posts continued

TAMESIDE

ASHTON-UNDER-LYNE GRAMMAR SCHOOL
Durham Road, Ashton-under-Lyne
Ashton-under-Lyne

Required for 1st January, 1977.

ASSISTANT PRINCIPAL
To be responsible for all aspects of school administration, including the Education Department.

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SHEFFIELD CITY POLYTECHNIC

IN-SERVICE COURSES

1977-78

Applications are invited for the following courses

MSc IN EDUCATION MANAGEMENT
(One year full-time followed by one year part-time)
Focus : The Management of Planned Change in Education.

MSc IN EDUCATION MANAGEMENT
(Three years part-time day release)
Focus : Organizational Effectiveness in Education relating to policy formulation, policy development and policy implementation.

DIPLOMA IN EDUCATION MANAGEMENT
(One year full-time)

DIPLOMA IN EDUCATION MANAGEMENT
(Two years part-time day release)
Focus : Effective management. This is a wide ranging, flexible course which emphasizes theory, practice and management skills.

DIPLOMA IN THE EDUCATION OF CHILDREN WITH LEARNING DIFFICULTIES
(One year full-time)
Focus : The organisation and teaching of children with learning difficulties in primary or secondary schools, remedial centres, special schools and units.

DIPLOMA IN THE TEACHING OF READING
(One year full-time)
Focus : The teaching of reading, the resources, materials and organization relevant at all stages including the adult stage.

DIPLOMA IN GUIDANCE IN SCHOOLS
(Two years part-time day release in first year, one evening per week in the second)
Focus : Professional development of guidance teachers with emphasis on appropriate skills and understanding.

DIPLOMA IN CHEMICAL EDUCATION
(Two years part-time attendance fortnight)
Focus : To enhance the professional skills of chemistry teachers. Considerable flexibility for selection of individual routes through the course.

For full details please write to the Admissions Tutor, Unit for In-Service Courses, SHEFFIELD CITY POLYTECHNIC, Pond Street, Sheffield, S1 1WB.